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ABSTRACT

"The Best of Ten Years," a publication of the Tenth Annual Conference for the Adult Student Personnel Association, Inc. (ASPA), contains prophesies for the future in addition to a chronicle of concerns of the decade. Articles included are: Financial Aid for Evening Students (Sol Jacobson); The Programming and Counseling of Adult Transfer Students (Victor Yanitelli); Education and Reality (Emerson Coyle); Research Projects and Current Ideas for Student Personnel Workers in Adult and EveningEducation (Thomas Gates); New Directions for Student Personnel in Evening Education (Eugene Johnson); Needed--New Forms of Services to Adult Students (Reuben McDaniel, Jr.); Implications for Counseling the Adult (Goldie Kaback); Imagery of a New Thrust (P. Bertram Phillips); Counseling Patterns with Puerto Ricans (Milton Silva); The Legal Responsibilities of Student Personnel Administrators (J. Stewart Grad); The Two-Year College and the Adult in the Seventies (William Birenbaum); and Counseling the Adult Student (Peter Meyer). (WK)

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ADULT STUDENT PERSONNEL ASSOCIATION, INC.

A DECADE OF DEVELOPMENT

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"the Best of Ten Years"

AN ANNIVERSARY PUBLICATION OF SELECTED PAPERS

PREPARED FOR THE TENTH ANNUAL CONFERENCE

HELD AT THE

QUALITY MOTEL

CAPITOL HILL, WASHINGTON, D.C.

EDITED BY:

EARLE W. CLIFFORD — RICHARD W. COST — KARL E. METZGER, JR.

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FOREWORD

As the Executive Committee made plans for ASPA's Tenth Annual Conference, it was felt that the first decade of our development should be marked in a manner which would be of significance not only to our membership but to the total field of student personnel services for adults. It was decided therefore to publish a document which would provide both an overview of the major concerns during the period and a sample of the quality with which these concerns were presented to the ASPA membership at it's annual conferences.

As you read the works which follow, I believe you will agree that our objectives have been achieved.

The Best of Ten Years contains prophesies for the future as well as a chronicle of concerns during the decade. It covers a range of interests in a supposedly restricted field. And finally it clearly displays the quality and caliber of individuals who have identified with our goals.

The responsibility for this task was accepted by Earle W. Clifford, Jr. a member of the ASPA Board of Trustees, past President of NASPA, former Vice-President for Student Affairs at Rutgers and current President of the Association of Independent Colleges and Universities in New Jersey. With the aid of co-editors Richard W. Cost and Karl E. Metzger, Jr. the project has succeeded admirably and we are in their debt for so allowing us to make use of their time, effort and expertise.

Edward W. Phoenix
ASPA President 1971-73

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FINANCIAL AID FOR EVENING STUDENTS

Professor Sol Jacobson

As the assistant director of the School of General Studies at Brooklyn College, I am frequently confronted with the problem of worthy students in need of financial assistance to enable them to continue their studies. I regret to say that the college, as a public institution, can give very little financial aid simply because the loan fund is of very meager size. Consequently, if the student is to continue his education he must seek out his own sources of borrowing. This usually means the impersonal marketplace where he is subject to conditions of low line of credit, high interest charges and stringent repayment terms. All of these often create so great a burden that the student drops out, perhaps never to return. This is not only a personal loss but a social waste.

If the student continues despite these burdens, he faces another serious set of risks. The conditions of the marketplace are ill suited to take account of the main objective of continued college study. If the terms of repayment, for example, have slight relationship to his ability to repay while studying, he faces the possibility of being saddled with legal judgments. If this should happen and garnishees against his wages are filed his job may even be threatened. You are probably aware that many companies will not countenance garnishee orders. Large companies, particularly, prefer to fire an employee rather than to have their bookkeeping procedures complicated by garnishee orders. I am, of course, confining my remarks to evening part-time students who are employed full-time.

These considerations broadly depict the deplorable economic reality with regard to many part-time evening students. While the colleges are deeply concerned that students complete their courses of study, they don't have the financial means to help them to any appreciable extent. If education is viewed as a process of investing in human potential, then financial support to students for their education is of public concern. For college trained manpower is a vital natural resource in which there is unquestioned public interest. It, therefore, logically follows that the federal and state governments must assume responsibility to help students invest in themselves. By so doing, government will be developing its most precious human resource, namely its youth.

The federal government has to a degree accepted this principle as evidenced by existing and pending legislation. But regrettably these do not go far enough. Part-time students, sad to say, are denied access to federal loan programs under the National Defense Education Act.

This paper appeared in the Proceedings of the First Annual Convention - March 9, 1963. At that time, Professor Jacobson was serving as the Assistant Director of the School of General Studies at Brooklyn College.

While the present bill, H.R. 3000, proposes to aid education at all levels, it utterly fails to take account of part-time students. And the ironical fact is that the college and university community has thus far shown indifference in joining AUEC, ESPA, and IAESC in their efforts to obtain just treatment for part-time students.

You may ask the reason for this indifference. As I view the current legislative scene, the educational world is a house divided. Every segment of that world is pressing for its own advantage. The group conflicts are revealed in the multiple line ups: urban versus suburban, private versus public, denominational versus non-denominational, small versus large, undergraduate versus graduate and so on. As Tom Emmet stated at the luncheon, there appears to be fear that benefits to one group necessarily will result in detriment to the other. Instead of a community of interest, there is a diversity of interest.

As an economist, I would characterize the thinking as essentially one of Ricardo's wage fund theory. But this theory, which was utilized to reinforce Malthus' thesis of the inevitability of a subsistence level of existence, has been quite effectively refuted by history itself. Subsistence levels don't have to exist when credit resources are available and productivity is high.

H.R. 3000 is an omnibus bill covering the whole spectrum of education. Apparently the strategy was to attempt to wash out the conflicting interests of the various educational levels by throwing them together in one bill. In my opinion, this was very bad strategy. I believe that the well-known log-rolling techniques will not work in this case because the educational world itself has not thus far reached a common ground of respecting the needs of each other. The consequence is pressure group tactics.

We in AUEC believe that it would be foolish to step into the maelstrom of inter-associational rivalries. To do so might compound the internecine tensions already existing. Certainly we don't want to take the risks of being last on the totem pole. Our road must be that of supporting aid to higher education and at the same time of making a case for ourselves -- and we have a very legitimate case to make. To do so effectively, however, involves the collection of reliable data. Good statistical evidence is essential if Senators and Congressmen are to be impressed. This is especially critical if legislators have an erroneous image of evening colleges and evening students.

Only yesterday in a meeting in Chicago I recommended to the AUEC Executive Committee that a fact-finding commission be organized. This recommendation has been approved and I trust that ESPA and IAESC will join in this effort. Indeed, at a previous meeting with Philip Heckhaus and Jerry Mallon, the past and present presidents of IAESC, I proposed data collecting projects for legislative purposes and they agreed to cooperate in such undertakings.

Let me illustrate the import of my remarks concerning data by one example. Few day college administrators realize that the part-time student population is over 30% of the total undergraduate student body. The country has 1.28 million part-time students out of a total of 4.2 million undergraduates. Yet many college administrators blandly assume that part-time students represent a negligible segment of the total student population.

In addition, we need data concerning typical earnings, family support responsibilities, roles as husband, father, and breadwinner, career aims and the impact of educational expenses. We

cannot rely solely on the impressions related, no doubt accurately, by Ed Vance a moment ago. We need persuasive evidence based on representative samples of our student population.

Another important use of adequate data is in the area of public relations. The distorted and false image of the character of the evening college community and its students has to be corrected. Too many don't really know that regularly recognized degree programs are offered by these colleges and that serious-minded students who, for economic reasons, are employed full-time compose the student body. To gain our legislative objectives requires that Congress and other educational associations be made aware of these facts. ...

The AUEC legislative program is to persuade an interested Senator and Congressman -- and we have already made preliminary contacts -- to introduce bills that will provide loan funds and loan-insurance for part-time students. We are seeking loan funds on a proportionate basis to full-time students but on terms at least as favorable as those proposed in the pending National Education Improvement Act for full-time students. In addition, we are seeking a loan insurance program operated and administered by the U.S. Office of Education in order to facilitate commercial borrowing by all students at low interest rates and long-term installment repayment.

We are hopeful that we will achieve those objectives, perhaps not this year but more likely next or the following year. If we concentrate on these simple aims and also remain steadfast in the united effort of the three organizations represented at this meeting, I am confident we will reach our goals.

THE PROGRAMMING AND COUNSELING OF ADULT TRANSFER STUDENTS

Father Victor Yanitelli

Ladies and Gentlemen. I feel somewhat like the preacher at Mass inveighing against the absentees. You know, I feel as if I'm giving the right sermon but to the wrong audience.

I also feel somewhat pharisaical. The things I am going to say to you, I am not doing myself, and this sounds uncomfortably close to the admonition: "upon the chair of Moses have sat the Scribes of Pharisees. Therefore, whatsoever they say to you be sure to do. But according to their works, be sure not to imitate them."

You have surely talked about this among yourselves, - namely, that the educational development of the evening student is as much or perhaps more neglected than his counseling needs.

How many of us come from institutions where the evening session is de facto at least, looked upon as a dark shadow of the day session and not as an entity in itself? Furthermore, as student personnel workers, deans, administrators, and even as faculty members in these sessions, would it not be well for us to enter into an examination of conscience on just how responsible we are for the institutional neglect about which we have no doubt complained in the past.

In other words, before talking about guidance, it would be well for us to consider the kind of education we are trying to give, as well as the type of student who is trying to avail himself of it.

Thank God, this kind of discussion is being forced upon us by sheer historical necessity and inevitability. The American Society's needs for educated men and women is imposing on the educator an obligation to look at what he is doing to the evening session student. Consequently, the education given in the evening can no longer be looked upon as an imitation of what the institution does during the day.

Knowledge is growing at such a rapid pace - the expert call the rate of increase "exponential" - that it is radically changing the whole fabric of our society. In engineering for instance, 50% of the knowledge of the 1950 graduate student is already obsolete, while 50% of the knowledge he will need in 1975 is not yet available to him. Professor Gordon Brown of the MIT School of Engineering points out the fact that only since 1950, subject areas such as feedback control, inertial guidance, computer technology, solid-state physics and solid-state electronics, plasma physics and half a dozen other fields, have either joined the other subject matters or displaced them in the curriculum. The point eventually made by Neil W. Chamberlain, Professor of

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This paper was presented as the keynote address appearing in the Proceedings of the Third Annual Convention - May 1, 1965. At that time, Father Yanitelli was Director of Student Personnel at St. Peter's College in Jersey City, New Jersey.

Economics at Yale, in an Atlantic article entitled "Retooling the Mind," is that the rapidly growing knowledge has not only created social and economic problems such as automation and the unemployment and the need for re-training consequent upon it, but he also claims that the evidence shows these phenomena to be but surface symptoms of a much deeper underlying syndrome, namely, the subtle ostracizing of the uneducated and the unskilled from all social status and from all social place. In the not too distant future, he seems to say, there will be no room in society for the uneducated or the unskilled to function fruitfully.

The need for education is being imposed on everyone by sheer historical necessity. Simply in order to live a life at the lowest affluent level of an affluent society, will soon make education a civil right, higher education that is, at least in the way I see it.

This has produced pressures of all kinds on the students, both day and evening. It has also made the evening student, the man or women who works, aware of pressure to improve if he or she is to make progress on the job.

I call attention to the fact that the relation between job and/or profession which exists for the day student, almost becomes the very essence of the evening student's educational endeavor.

Therefore, at least two conclusions follow from this situation:

1. Educationally, we must consider the age, the life circumstances, the maturity, the motivation, and the capacity for greater responsibility that exists in the evening session student. This is not an imitation of the day student. To begin our educational thinking from the institution's day time operations and carry that thinking in the same form down into the evening session, would be the first mistake in any discussion of the evening student and any discussion of the evening student situation.

What we need is a whole new concept of education for this student population which is a very special thing indeed. We need to consider seminars, independent study, student-faculty relationships, and all those things which would come out of the day session but would have to have a special character and a special kind of modification that would suit them to the capacities, circumstances and needs of the evening student.

It is especially important for us to conceive and to define the special kind of excellence that must pertain to the evening session education. I am speaking here principally, of evening session education that leads to a degree. Although continuing education and adult education, the student who wants more training, more information, but does not need a degree, and the student who is just looking for something to do, even to be entertained and stimulated, or even the bridge player who wants to improve his game, - although these types of education can have their own special excellence, and they should, it is principally of the excellence of the education, together with the excellence of faculty, courses, curriculum, etc., that I speak.

2. The second conclusion that derivesfrom the special relationship of evening education and job holding, refers specifically to the guidance that should be the subject of this discussion.

We student personnel workers together with our staff have an ever growing need to work out a kind of guidance that is particularly suited to the evening session student's special character

and to his special needs. We do not need a few part-time people coming in and sitting in an office. ... This kind of thing is really guidance by problem and not by program. It is guidance that takes what comes along and tries to be of service but does expend the time and energy and thought necessary to relate individual cases to an over-all program.

What we need is a highly specialized kind of guidance which centers around vocational guidance. I suggest this only because the counseling for an evening student requires a special approach. Certainly, it requires an approach which is different from that taken in the case of the day student. And by different, I mean differently oriented, starting from a different base, i.e., that base of the evening student as differentiated from the day student.

I speak here not as a guidance expert - which I am not - but rather as an interested and edified observer of the evening session scene and as a recent professor in evening session classes. ... It seems to be the general opinion that vocational research has been vigorous in the last ten years, but that its emphasis has been on the vocational development of the adolescent who continues a full time education. It seems to be the general opinion therefore, that vocational research has neglected the problem of the evening student.

Here are some of those problems which might require attention.

1. What are the patterns and stages of vocational development of evening students? Do they describe the stages described by Charlotte Buehler, Der menschliche Lbenslauf als psychologisches Problem, Leipzig, Hirzel, 1933; Miller and Form, Industrial Sociology, New York, Harper, 1951, Super Vocational Development, A Framework for Research, New York, Teachers College, 1957, or are there basic differences?

A little history might be in order here. I take my story from the research of Dr. Lawrence A. Malnig, Director of Guidance and Testing at St. Peter's College, Jersey City.

Charlotte Buehler developed a theory regarding psychological development throughout a life span in five stages - growth, exploration, establishment, maintenance and decline - and provided a flexible estimate for the age span within each stage. Although this was a theory of life, it also had implications for vocational development.

Miller and Form, industrial sociologists, analysed work histories and came up with a sequence of work periods, which closely paralleled the psychological stages of Buehler. These were: a preparatory work period, initial work period, trial work period, stable work period, and finally, a retirement period.

The work of Miller and Form was done in 1952. About 1957, Ginzberg, an economist, came out with an article, "Toward a Theory of Occupational Choice," in Occupations, 1952, Volume 30, p. 491-494. Ginzberg criticized the environmentalists who saw choice as dependent on the nature of the jobs available in the community as explaining too little, too patently. He criticized the psychoanalysts who attributed a choice to early unconscious needs, as explaining too much too simply. And of vocational counselors, he said that "After a comprehensive study of the literature of vocational guidance, my colleagues and I came to the conclusion that the movement was severely handicapped because both investigators and practitioners were working without the help of any

theory at all or with severely limited theories."

Ginzberg's criticism eventually led to the Career Pattern Studies of Donald Super and the other researchers at Teachers College. This investigation was concerned with the concept that vocational development is a continuous and generally irreversible process which is also orderly and patterned. By taking into consideration such factors as personal values, attitudes and the individual's self concept, he showed that these elements were indeed an integral part of vocational guidance. This confluence of new ideas led Super to propose a new definition of vocational guidance, namely, " a process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test his concept against reality, and to convert it into a reality with satisfaction to himself and benefit to society."

The reason for this whole digression lies simply in this, that the vocational counselor still has not found a stable and incontrovertible principle for his work. Above all, history shows that a basic set of principles is more than ever needed for the vocational guidance of the evening student.

2. The evening student has often a need to change positions before graduation, and graduation may take from 5 to 10 years after matriculation. ...

3. More marital counseling is needed as well as a study of the effects of stress on the family unit due to the students frequent absence from home in the evenings, and especially if his weekends are occupied with study.

4. The question of how counseling is affected by the fact that evening students (studying for a degree) are available for a much longer period of time.

5. There is an increasing need for financial aid, scholarships and assistance for worthy students.

We come now to some questions concerning counselor needs.

1. We need full time personnel who can devote attention to the basic needs of the evening students, figure out a program and not just administer token service.

2. Counselors in the evening session should be attached to the day staff in some fashion in order to utilize day staff facilities and obtain assistance for study and research in the problems characteristic of evening students.

3. There should be begun a build-up of a library of occupational and career information to help evening students prepare for the transition from a sub-professional job to a professional job related to the level of his training.

4. Coordination should be worked out between day and evening guidance staffs to provide for extended services, referrals, and to permit contacts with agencies and employers during the work day.

5. Thought should be given to the provision of an evening placement service to help implement career plans.

All these services should be attuned to the special needs and conditions of the older evening student. Piecemeal, token or inadequate services can only result in frustration and resentment on the part of the students. If necessary, it would be better to charge a special fee for services rather than provide inadequate service for students who already feel deprived and neglected.

That my speech may end where it also began, I quote from Dr. Francis H. Horn, President, University of Rhode Island, speaking of "continuing education" rather than evening education; he takes issue with Ernie McMahon's Re-Emerging Evening College, as a place where the standards will be consistent with the level of excellence required elsewhere in the university, in favor of a less narrowly defined standard as a goal for continuing education.

Dr. Horn agrees with McMahon on the complexity and un-standardized nature of evening colleges. He agrees that the evening college exists primarily for the part-time student. However, he quarrels with the narrow concept that part-time students go only to evening sessions. They are also in the late afternoon and in the Saturday sessions.

However, the crucial point, at least in my opinion, is his statement "I am inclined to believe that a small full-time faculty for the evening college is desirable." Not a research oriented faculty, which Dr. Horn says would doom the evening college, but a faculty oriented towards good teaching which is imperative for adult students.

There may be those who contradict my emphasis on the degree student. There may be those who see the evening college as a larger educational service for the nation and society and the world. However, whichever stand you may take, as Dr. Malnig says "the evening college must look first to the needs of the clientele it serves, not to the academic tradition. These needs may not even be recognized by the students themselves, but they are nonetheless real needs."

EDUCATION AND REALITY

Dr. Emerson Coyle

Frankly, I wish we had several hours to kick these concepts back and forth, with appropriate gnashing and libations. Reality, or time, has set a limit of approximately twenty minutes. Accordingly would I not be well advised to establish priorities among my sub-topics to be selective, to be brief, to accomplish as much as possible in " x " minutes -- in short, be realistic? I believe the analogies with educators in education is palpable.

Man -- teacher and student alike -- is similarly limited in what he may attempt; in what he may achieve realistically in " x " years of living, in four years of education.

I regret that you did not invite me twenty years ago, when I knew all the answers, or even ten years ago when I knew at least half of the answers. Today, I am not quite sure that I know the questions.

For example, exactly what is the basic question? Is it education, or is it democracy, or is it freedom itself?

Is democracy an appropriate girdle for a problem population? Are democracy or high population incompatible?

Should education be value centered?

Is there a time for memorization learning and a time for inquiry learning?

Lest I go into orbit, let me flesh this skeleton somewhat. In my own college education I was required to take a number of specific fact courses before I was permitted to enroll in seminar courses. I had to learn something. I had to have a certain background before I was allowed to question. Frankly, I think this makes a certain amount of sense. In teaching I frequently have the choice of either telling the students something briefly in an organized manner, or discussing and eliciting substantially the same material in possibly a half hour instead of five minutes.

Let me tackle this same point another way. What must precede why? I think that at the elementary level the vast majority should learn that one plus one equals two. Why one plus one equals two may be left to the later years or be taught to the relatively select few who can absorb this material in the lower grades.

This paper appeared in the Proceedings of the Fourth Annual Convention - April 21-22, 1966.
At the time, Dr. Coyle was Coordinator of the General Counseling Program, School of General Studies, at Brooklyn College, and a Consultant for the Office of Health, Education and Welfare and the Office of Vocational Rehabilitation.

At the risk of digressing let me briefly say that I do a fair amount of private diagnostic work. I was shocked that the average reading and arithmetic grade placement for many intellectually above average (128 IQ) high school dropouts and graduates was about fourth or fifth grade. This is reality.

At the risk of a second digression, let me assert without attempting to elaborate that I think it's a mistake to require an M.A. for elementary school teachers.

Speaking of degree requirements I believe that we, as a group, are frequently seduced by words and papers. I have two nuggets here. Let me speak first of paper (Ph.D.) and then of words.

Kindergarten teachers are judged on relatively secondary paper credentials; for candidates for college positions this stress is more exaggerated. In my book outstanding competency -- excellence with or without the piece of paper -- is or should be the paramount issue. I am sure we all know doctorate shnooks and non-doctorate mensches.

Briefly, I am asking for judgment in knowing when to follow general policy and when to make exceptions.

I promised to speak of words. We can talk and write for hours. Whether we say anything is another matter.

Again, let me try to concretize. You are aware of the recent and on-going controversy about textbooks versus review books. Except for certain courses the treasonous thought occurs to me that maybe review books are better. Maybe a good deal of the fat has been boiled off.

This brings me to another thought, updating education. But first let me get a crack in on the matter of writing or publishing. You all know the heavy stress placed on this by promotion committees. As I understand the word publish, it means to promulgate either orally or in writing. The oral connotation has been largely forgotten or at least disregarded. I shall not mention the high quality or the purposefulness or effectiveness of much that is printed. I must end this topic by retelling the story of the professors of " Z College " at the Crucifixion of Christ. One, looking at Christ, observed, " He was a wonderful teacher, " to which the other replied, " Yes, but he never published."

This of course opens up the entire area of promotions in which neither educating nor teaching seems to be the primary preoccupation of the promoters or those aspiring promotions.

When I was first appointed in 1950, my boss counseled me not to let my work get in the way of my job. I wish I had followed his advice.

Again, mindful of time, let me just assert rather than prove that the advantages of block or automatic promotion up through the rank of associate professor may well outweight the disadvantages of that system. The last few years have seem the end, or at least the approaching end, of medievalistic authoritarism. Let me quickly say there will always be authority but no longer an unquestioning obedience. Of course, I am referring to the Ecumenical Council and to the mess at St. John's University.

Perhaps education should initiate an ecumenical council of its own!

There is no longer magic in the word "teacher." The good old days are gone -- if they ever existed. The sooner we realize this, the healthier we shall be. New roles, new relationships, new balances have to be created.

As for the individuals, acceptance of reality, task orientation rather than defense orientation, is the order of the day.

In this connection, from a very cold-blooded point of view, I wonder if many institutions are not self-defeating by trying to do too many things for too many diverse groups.

RESEARCH PROJECTS AND CURRENT IDEAS FOR STUDENT PERSONNEL WORKERS IN ADULT AND EVENING EDUCATION

Thomas J. Gates

I want to try and limit my remarks to the overall sutuation of the adult who is pursuing an evening education and who is caught up in the squeeze between job pressures, family obligations, societal demands, and his own personal needs for achievement and recognition.

To understand the pressures for performance in American life today, recall what our society was like three centuries ago.

Jobs: At that time there were very few occupations a person could hold. A person might become a fisherman, a merchant, a farmer, or a minister. By today's standards this is an extremely limited number of choices. Furthermore, most of these jobs were relatively "unskilled and unspecialized" two categories which are sure to mark an applicant "Persona Non Grata" on today's market.

In those days men were supposed to be a jack of all trades. A farmer not only did the farming, but he cleared his land, built his home, and, if necessary, fought Indians.

And, when a young man decided to become a farmer he didn't, in modern jargon, make a "vocational choice," he chose a whole way of life. This answered many questions for him: Where to live? How to live? And without the aid of a computer the kind of girl he would marry. His wife handled a whole section of the farm, did physical chores, cared for animals, and kept the garden producing. This was really what we might call a "package deal" in that a vocational commitment answered a whole series of questions related to all of life's activities and it provided a young man with a road map for the rest of life's travels.

Today our own society is vastly different in a number of basic ways:

1. Work is usually separated from family life.

2. A man's career, his residence, his style of life, his leisure time, and his choice of a mate are all dichotomized and unconnected.

If a young woman decides to be a nurse, a teacher, or a doctor, she still has all the other decisions to make -- where she is to live, what kind of life to lead, whether she will marry, who she will marry, what kind of family she will create, what she will do with her spare time, and where she would like to be buried! Our society offers many luxuries, but it has no "package deals" for sale.

This paper appeared in the Proceedings of the Fifth Annual Convention - March 3-5, 1967. At that time, Mr. Thomas J. Gates was Assistant Director of the Counseling Center at Newark College of Engineering, Newark, New Jersey.

In addition to all of these demands, our society requires our "choices" to have a high degree of specialization. It means that people's lives are divided into a larger quantity of smaller compartments, and each of these compartments have significantly, and with almost punishing repetition, made greater demands each year. For example, we require more education, more training, more competence, more special skills, and more "aggression toward our neighbor" in order to secure jobs which were once natural and obtainable.

The growing specialization of American life means, among other things, that people have an enormous freedom of choice, and we tend to associate this freedom of choice with our political and constitutional tradition. We believe it is desireable, good, and in some groups, evidence of our belief in patriotism.

Yet, at the same time we find many people anxious, provoked, disturbed, and profoundly overwhelmed with the multitude of choices to be made. Choice today is not merely an opportunity, it is a requirement, an obligation to choose what to do with your life, how and where to live, how and where to spend your spare time, whom to marry, and of course, which "psychiatrist" to choose.

We have also had a decline of positive values in our society. Few men and women have clear standards on which to base choices. Which is more important? A useful or a prestigious job? What is the best way to choose a mate -- on looks, personality, durability, or an IBM punch card? Questions such as these have no ready answers, and it may be that young or old we secretly may resent some of the freedoms society affords us. Our lives seem to be set up like so many mail slats; we are parceled out in little pieces -- one piece for job, one piece for family, one piece for the community, one piece for church, and happiest of all, "one piece for the golf course!"

I find that my own work in counseling psychology to be a happy one in comparison with other Americans. Although work is quite specialized, the most dividing factor for most people is their alienation and distance from the tangible finished product. The scientist for example is often working on a project which may not bear fruit for a decade or even a century. At the other end of the occupational scale is the assembly line worker. His labor has little visible connection to the finished product -- and it, too, requires patience, skill, technical proficiency, exactness, and control.

Students, like the scientist and the assembly line worker, often feel that they are on stage, must perform for the benefit of others, must operate by the book, and that they are interchangeable parts of an academic machine. Few students eventually expect to find their work meaningful and personally useful. I work in a busy counseling center where students are interviewed and helped each day with problems ranging from finances to failure, from dating to driving, and from jobs to geometry. Part of our counseling services are directed to the adult evening student and we do have evening office hours one night a week -- but we are planning to extend this to three or four nights beginning in the fall. My own experience with the older, more mature student has been interesting and enlightening in many respects. For one thing many counselors do not make any distinction in their approach to assisting the evening student, and this often results in alienating people who are usually in greater need of information and who have the maturity to profit

from competent counseling. We tend to treat the adult very much the same way as his late adolescent counterpart who attends during the day, and I am not certain at what point blame should be made; but there are some questions which need to be evaluated and examined, and I hope you will help us do this during the question and debate part of our program.

Should the training of counselors and student personnel people handling adults be different from the traditional graduate curriculum? Are the needs of evening students really different from those attending days? What should administrators be aware of when interviewing personnel for positions which include dealing with adults? Perhaps Ed. Phoenix can add a few more to this list, but we really have to deal with these and similar issues before we can talk about a personnel program, research needs, and a number of other pertinent and unresolved areas of conflicting opinion.

One of the basic problems that is confounding factor in adult and evening education is the averred lack of very basic, grass roots type research. But from where is the research being generated? We probably have at least 20-30 colleges and universities offering training in adult education on the doctoral level. But the curricula and the type of students vary from college to college, and precious little is offered in the way of "research skills" for these candidates.

Where, then, is the research coming from? I believe that some of it is a sort of "hand-me-down" which trickles from the "student personnel and counseling" people who teach and work in university settings, but in general, the response we would receive depends on the person we ask. I discussed this issue very recently with a competent educational researcher and his response was "that people who are drawn to adult education programs are not interested in research and the college is responding to this by offering only the most minimal research and statistics courses, and even then only on an elective basis for interested students. The people in administration, curriculum and instruction just do not think of their roles within a research framework."

There is a study available, conducted by Alan Knox, Chairman of the Department of Adult Education at the Graduate College, University of Nebraska. It is entitled "current needs in adult education research" and part of his recommendations are based on the opinions of leaders in the adult education field. In order of importance these are the topics rated as being critically in need of research (N = 28)

A. What motivates adults? (64%)

B. How do adult education programs encourage motivation? (64%)

C. How do social values affect participants and learning? (50%)

D. How do you reach the lower social classes? (57%)

E. To what extent should the client be involved in determining objectives? (42%)

F. How can you measure the effectiveness of adult education? (35%)

G. What styles of leadership produce change most efficiently? (32%)

Some of the questions illustrate promising research directions for which private foundations as well as government funding could be forthcoming. These may be shortened and summarized for our own purposes:

1. What is the relationship between the style of teaching, the adult personality, and learning outcomes?

2. What leadership roles of adult learners in an educational setting most facilitate achievement of educational objectives.

3. What is the influence in an adult education program of such factors as learning ability, reason for attending, family, job problems, study skills, availability of counseling, teaching, and administrative/academic policies.

In my own work with evening students I wish that there were research data available on just the last three areas. Some of the things that repeat themselves in my own work revolve around the following:

1. Adults need to be stimulated toward further self-improvement.

2. Adults already wish to better themselves, but don't quite know how to go about it. Some of the people I have talked with did not know of New Jersey's G.E.D. testing and high school certification program; they were not aware of their special abilities or interests, and were quite traumatized at just the notion of being tested.

3. Some adults have become disillusioned with education; either because of past failures or a lack of understanding about the goals of studying. Many of these people are helped toward a greater realization of themselves by a few kind words, a sympathetic ear, and some helpful advice on studying or reading programs.

4. Special groups need special help: (e.g.) I recently spoke with a 31 year old male from England. He had been in the U.S.A. for three years and had a good position with a design and construction firm. His main interest was in refrigeration mechanics and he came for advice on some courses he wished to take in our Division of Technology. In reviewing his record, we discussed life in England, compared educational programs, and looked at our academic offerings. Nothing seemed to be particularly challenging to Peter. He indicated that most of the courses do not probe the underlying theory and principles under consideration.

After two visits I found that many of the courses he took in England were quite competitive and comparable with American college programs and we probed deeper.

To Peter's surprise, he found that he lacked about five courses to be considered on the bachelor's level in the U.S. All this time he was classified as a technician. I arranged a meeting with our graduate school dean and learned that Peter might be allowed to take the electives he needed, and if he could achieve satisfactory scores on the Graduate Record Exam and the advanced engineering test, he would be admitted for a master's degree in mechanical engineering. We are

still working with Peter and I feel that he will be successful. All he needed was someone to listen and some information readily available to our day students. Of course one of the basic problems demonstrated here is the lack of comparative credit and the evaluation of foreign student's credentials.

Another case is that of Charles. He is 25 years old, married, and has two children and a mortgate to pay. He had gone to the University of Kentucky, and after a year of low average work, decided to join the Marine Corps. Since that time he has been a successful small businessman, and now is the manager of a department in one of the large stores. Charles felt he was reaching a peak in his progress and felt boxed in because of educational background and high motivation for succeeding.

After a week of testing and two counseling sessions, Charles found that math and computer technology were very attractive, but he could not see going to evening school for eight years; however, he wanted to do something about his situation. We sent for Charles' college record, high school transcript, and CEEB scores. He is taking a developmental reading program now and plans to take a refresher course in English and math. The general plan is to enter a junior college and receive an A.S. Degree in Programing and Computer Business Methods. I think Charles can do it in $2\frac{1}{2}$ years and we have found a school which has such a program. These, of course, are only two illustrations, but I think they are very representative.

With regard to the training of people to meet some of the needs of the 70's, I would like to review some events of the 60's, which in large part will determine where our focus should be:

1. Mechanics. Chrysler and other major corporations have begun to develop their own on-the-job programs of training men to maintain their equipment in the 70's. One of their major complaints is that society and education have tended to devalue the worth of working with one's hands. The technical schools, once a good resource for training skilled mechanics, now pride themselves on how many of their graduates go on to university education, particularly in engineering and the sciences. I am not certain where we must begin, but certainly we now have to draw from an additional labor source, and the job of how this must proceed, falls to some degree on our shoulders as educators.

2. The problem of how to train for creativity is not a new one. The need for more innovations with existing materials, and the development of entirely new materials and goods of all kinds, will certainly increase. Let us forget for a moment the task of "how" to train creativity, and concentrate on developing the instruments which will predict the raw potential. We don't have any. In engineering, for example, we still do not know what it is that makes a good "design engineer." They become scarcer every year and the students who "plod along" with their slide rules and formulas are turned out like so many wooden soldiers.

3. We are now planning to build the SST in response to competition with the communist world, and this is good for industry. I would like to direct my comments to areas of neglect with regard to looking at the problems for people and technology. In a recent conversation with a research chemical engineer, he voiced his concern over two potentially serious problems, which in my opinion relate to educational training and creativity:

#1. The high flying SST will be using a special kind of fuel which when consumed, expels minute ice crystals in the atmosphere. These crystals are in thin air and remain suspended. At the present time we do not know and we are not researching the possibility that a build up of these particles could create walls of vapor ice -- and hence a hazard to the SST's. Since these giants operate over cities and carry 300 passengers, I, for one, would like to know what the probability is of this situation occurring -- preferably before they begin flying over my house!

#2. We are not at all certain that the strength of materials currently being used in large buildings, apartment dwellings, and other types of housing is adequate to long stand the tremendous shock of landings and takeoffs of the SST. I would guess that this could cause a dramatic change in all future architectural forms, and I would hope that this too would be researched before any buildings begin to crumble.

I trust that I have not been too desultory in my remarks, but I sincerely believe that these are quite directly related to our educational function. And now that I have built my house, I will turn to Mr. Phoenix, my sniper-in-chief. Thank you for your kind attention.

NEW DIRECTIONS FOR STUDENT PERSONNEL IN EVENING EDUCATION

Dr. Eugene J. Johnson

Ladies and gentlemen, members of the Evening Student Personnel Association. This is an occasion I have been looking forward to for some months, partly because of the attractive locale in which it is set, but more so because it gives me a chance to get better acquainted with you. The fact that we all are here indicates the growth of importance attached to personnel work with adult students as well as the new ecumenical spirit abroad in the field of adult education, the consequences of which are hard to predict. ...

I believe we should approach this topic of directions in a sense of trying to share a whole set of new ideas, new experiences, and new information available to people in our field. We should examine the directions we are now following, and those we might follow in the future. I would say that the field of adult education has a good sense of direction. Today our sense of direction is much better than it has been in the past. We may lack confidence in our own judgment as to the directions that the future may take, and as to our own ability to get there as rapidly as we would like, but I think we do have a fairly good sense of direction. ... It is based upon a growing recognition of the variety of the population targets that are served by different elements in the total field of adult education. I would like to point out simply four or five of the major types of population targets that I think are beginning to be reasonably well defined.

The first of these will be the 22 million adult Americans over the age of 25 who lack an 8th grade education, which is coming to be accepted as the minimum education necessary for effective functioning in our society. When I speak about 8th grade, I am speaking about 8th grade as the level offered by the best school systems throughout the country. ... The best of these offer an individual, by the time he has finished the 8th grade, only the very minimum amount of information in the areas of math, reading, science and knowledge of the institutions of the community and society and the laws of the country so that he can function effectively and maintain himself as a responsible self sufficient individual.

When we look at the future, though, it is very clear that ten years from now (or perhaps sooner) the 8th grade will not be sufficient as the minimum level of educational need.

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The phrase literacy, that is, who is a literate or an illiterate individual, is really almost outmoded now as a very outside concept in thinking about the educational needs of adults. ... Functional literacy is a term used to describe an individual who can maintain himself as an adequate functioning member of society and who possesses the skills associated with an 8th grade education. I predict that this will rise to the 10th grade level within the next five years.

These people (the 22 million Americans with less than an 8th grade education) are targets for educational activity, for welfare activity, for special help and assistance of all kinds. They represent an annual expenditure in welfare payments from the federal, state and local governments of 4½ billion dollars and they also represent a loss of earning power during any one year of almost one billion dollars. If, as the President's Council on Economic Advisors has said, education is the main driving force behind the nation's economy, then surely these 22 million people are a common responsibility of all of us in the field of adult education. The counseling implications of that could, I suppose, be worked out in terms of direct programs for them as well as programs of guidance and help to other individuals who may have a direct access to these people. ...

Hyman Kaplan and his beloved teacher in the night school class will forever be a part of our national literary heritage, but they are no longer an adequate symbol of the adult education program at the present time, and certainly not in the future. We have shifted away from the Americanization program to a new concern for the basic education of the 22 million people who currently are lacking adequate educational programs, and Hyman Kaplan is not a symbol for them. He is not a symbol for the kinds of younger men who are caught in the draft squeeze at the present time, the four to five million men in the age bracket 18-26 that represent the prime age group from which the man power needs of the Defense establishment will be met in the years ahead. I happen to have about ten relatives in that category, and in the course of trying to find out something about the dissatisfaction with the current draft laws, I queried all of them and found basically the same kind of concern despite differences among them. They face the uncertainties of not knowing whether or not they will be granted educational deferment as a student, and, if so, on what basis. If they drop out of college, will they continue to have any kind of preferencial status under the draft? They face a whole host of uncertainties of that kind.

These young men are desperately in need of effective educational and career counseling in terms of knowing how to think about the whole range of military service and its opportunities. Some of these young men may be in evening school classes, and some of them may not be in these classes.

In addition to those affected by the draft, there are the more than two million members of the different parts of our national defense effort that have available to them opportunities for continuing education. There are now more than six million full time directors of education, that is, people holding professional graduate degrees in education, located on military bases in this country and around the world who are concerned not with the combat training program of any one of the armed forces, but with the continuing education of the people who currently are wearing the nation's service uniforms. These people, while they are in the service, need an effective

amount of assistance selecting appropriate educational offerings and if they are leaving the service, they need an enormous amount of guidance in what to do to fit successfully into the civilian world. I know from talking to many of the educational personnel in the armed forces that one of the major concerns facing them is how to provide any kind of effective guidance to men who are about to retire, for example, from the armed services. We used to think of retirement as meaning a man must be 65 or older, but this is not as a rule true to people who retire from military service. Even currently many people retire after only 20 years. Here is a group of 200,000 who are leaving the armed services, adults in need of services and counseling of many kinds.

A handful of institutions of higher education around the country now are devoting special programs to continuing education for women. These women are euphuistically called mature women, meaning women who have raised families and who are looking for new sources of satisfaction, new outlets for skills and energies, and new ways to make life personally more satisfying as well as to make new kinds of contributions to the well being of their families and their communities. As a matter of fact, we have recently established within the Adult Education Association a special interest section on this topic because of the large number of people becoming interested in it. This group of women represents another fairly well defined population target.

Such obvious needs for continuing education as maintaining one's professional competence in any field whether it be medicine, law or the ministry, have long been recognized. The professional man who dares to ignore his continuing education is certainly selling himself and his future short. The dean of an engineering college recently made the statement that graduates of the computer program there would be no more than technicians in three years if they did not constantly keep up the continuing education of themselves in that particular area.

I should perhaps mention the need of all of us for more adequate assistance in how to use leisure or at least non-working hours so that they are a source of personal satisfaction to the individual. In many instances such time is indiscriminately used in watching television and racing around the country side in automobiles because of the lack of any conviction or knowledge on what to do with one's leisure time.

In addition to these kinds of individuals for whom we seek to organize various kinds of continuing educational programs, there are also individuals who come to us in the evening colleges and the adult high schools for a variety of other special programs, who come primarily because of a special role they play in community or national life. They are really seeking additional skills in functioning as a school board member, as a member of a library committee, or as a member of a city council. Everywhere in the United States we appoint or elect some eight hundred thousand people (almost a million people) to some kind of community office of that type. Most of the people who come to this kind of policy making assignment do so with little preparation for the kinds of services that will be expected of them and with little background regarding the issues on which they will be expected to pass judgment. They will soon learn the mechanics of their jobs, that is, the specifics of a zoning variance application, but the whole host of other complex issues in the community is quite something else. As our society becomes more complex these special services that we have filled in an effort to improve society present one of the greatest challenges in terms of interrelating the guiding policies for the benefit and welfare of the community as a whole.

All this is by way of saying that I think we have a sense of direction. I think we have identified these kinds of population targets in terms of certain groups of people who have certain kinds of educational needs in common or who can be reached because of their participation in certain kinds of institutional settings, the schools, industry, the armed forces, etc. It is the knowledge that adult education has a massive major contribution to make toward improving the lives of these people and their communities that I think constitutes what I would call a sense of direction.

But having a sense of direction and being able to do something about it are two quite different things. I think that our primary problem as a field of adult education at this time is not so much the lack of a sense of direction, as it is the lack of strategy for implementing our directions.

The first element of our strategy should be that of thinking as clearly and effectively as we can about the nature of the future. The January issue of Fortune Magazine contained an article by Max Weis dealing with the topic of ways of thinking about the future. His essential argument is that we have now developed in this country at least the kinds of skills that enable us to do a more intelligent job than we have ever done before about matters such as establishing national goals, establishing priorities for specific projects such as road building, school construction, health and welfare needs, civil rights and so on. We can now do a better job about gathering information about needs, trends and can describe the present situation. We must analyze these critically and project the needs for twenty to thirty years from now. We must project what our resources development program may give us twenty to thirty years from now, and on this basis then make more intelligent decisions than we currently have been able to make on a whole host of policy questions with which we are confronted. If our predecessors had had this kind of information, we would not now be confronted with a crisis in civil rights, nor would we be confronted with a woefully inadequate educational system. We would not be confronted with the very real and continuing danger of pollution of our air and water. We would have projected our needs for these, we would have projected the misuse of these, and we would have long since worked out more intelligent policies, constructed more realistic alternatives, and hence made more effective decisions. The essential argument is that we have the capability to do this at the present time.

One of the largest examples of this in the United States is the defense establishment and the ability of the Secretary of State to introduce systems analysis (this is sometimes called various names) which then permits the combined resources of the Air Force, the Army, the Navy, and the Marines to be integrated in a combined thrust toward objectives which we can state much more sharply than we have ever been able to do in the past. While we may not be in agreement with all of the activity that has taken place, the essential thing is that we have the capacity now to make more intelligent decisions in this area.

I think we are going to have to introduce social science in a much more meaningful way into the assessment of national needs and the establishment of national needs and the establishment of priorities.

The big question that I see is what is the role of education? Will it be able to project the educational needs of the children of this country for the next twenty to thirty years and do a better job of not getting caught short with an insufficient number of school buildings inadequately equipped with an insufficient number of adequately trained teachers?

What is the role of adult education going to be in this whole decision making process? This is the kind of question that I think you and I should agree upon ourselves so that we do not find that in the vital questions of where priorities should be placed that the educational influence turns out to be a minor one. ...

One element of a strategy for self education is for us to think clearly about the nature of the future, the special kinds of opportunities that the future of American society holds, and then about our ability to do a much more effective kind of job of predicting national needs and hence establishing priorities. This kind of self education is an imperative part of our strategy.

The second element I would list as an increased ability to define, an increased ability to arrive at a more meaningful definition of the client for adult education. We have long since thought of the individual as the client for adult education and I hope we will always continue to see the individual as the client. However, our rational for choosing individuals for particular kinds of educational experiences or for organizing kinds of educational experiences for individuals needs a much more sharper definition than it has had in the past.

I would say that in addition to simply meeting the educational needs of adults, however we may define these, we need also to recognize the fact that adults play roles in organizations and that a key strategy for improving the society is to improve the working of its organizations through educational programs. This is especially true with respect to the close to one million individuals elected every year to major community or national offices who approach their new responsibilities with pleasure rather than with awareness of the total complex within which they are operating. ...

We need a rationale that says we are educating people not only because they have certain needs of which they become aware, but because this is a way of improving the secondary and tertiary organizations of our society. Further projecting of this kind of thinking about our clientele would indicate that we need to see the whole of our community and the whole of the complex of any organized society such as the United States in pretty much the same way; that is, how do we define educational targets? How do we select individuals with reference to a strategy dealing with the relationship of education to the total process by which communities in our society are getting better?

I would also mention the new technologies that are now available, the mass media and others as well, that are giving us tools and means of relating educational activities to each other. We have never had this before. My good counsins in Canada, for example, through the cooperation of the Canadian Broadcasting Association and the Canadian Adult Association, have been experimenting for several years with an educational use of the technique that we call the open telephone where you have a commentator on one end of the telephone and someone calling in on the other end. This is done on a national basis on Sunday afternoons. An individual may call collect from anywhere in Canada to the offices of the CBC in Toronto to ask a question in the same way that we can now call in communities here, but the question must be related to a serious national issue.

In Los Angeles at the moment it is possible if you are renting an automobile to rent one that is equipped with a dashboard tape recorder which will give you a self guided tour of Los Angeles. At the moment this is used for such things as how to find the freeway, how to spot the movie

stars homes, etc. Again, our Canadian cousins have something on the drawing boards which is a much better adaptation of this idea in which it will be possible in driving across Canada to rent a tape which will give you background information about the area through which you may be driving, its climate, products, culture, and history. This knowledge should increase your understanding of the area and thus add to your enjoyment of the trip. I think I shall have to leave out other examples of technology in the interest of time.

I do want to indicate one or two other matters here. One is that I think we need to emphasize as a element in our strategy the search for common concerns. ...

After we have identified the new concerns, we must develop some kind of field wide way in which to respond to them. We cannot do this organization by organization, institution by institution. We have to somehow discover how the resource workers, the librarians, and the teachers can be combined in an attempt to eliminate functional illiteracy.

We must discover ways in which it is possible to talk about civil rights without having an emotional explosion of some kind take place immediately. Adult educators like almost all other adults tend to back away from the controversial issues. We do not like conflict and we do not like the kind of emotional disruption that comes when sharply different values come into collision with each other such as happens when issues such as civil rights, the population explosion, delinquency, and the drop out problem are discussed.

We have to find some field wide way of organizing ourselves so that many different kinds of contributions can be made toward the solution of these problems. Otherwise we are going to be left behind as our society moves toward the future and other agencies will work on these problems and they will be settled with precious little involvement of education.

I am not suggesting that what we need is a merger of all the adult education organizations in this country. I note that some question has come up with respect to a proposal for the dissolution of ESPA, at least I know that you are considering conducting a referendum on this topic. I am not concerned with the pattern that cooperation takes. I am concerned with the reality that we get operating cooperation and operating fusing of the different resources.

This is precisely what McNamara has done in the defense establishment by working out objectives that cut across the services rather than having objectives that are limited to one special service, and this is what the systems analysis approach enables all of society now to begin to do. We have yet to make very much use of it in adult education.

Ten years ago students of political science located in the major metropolitan areas of the country called increasingly for some kind of metropolitan government. Canada is the only place that ever succeeded in doing this in the city of Toronto. ... But in this country I think we can safely say that the American people simply will not buy metropolitan government, no matter what the political scientists tell us we should do. We are not going to buy a super government which takes on complete responsibility for the whole pattern of services for groups in the metropolitan area. On the other hand, I do not think that this necessarily means that we are thrown back on chaos. Many students of urban science have come up with a phrase called urban localism. This is being widely used in the Chicago metropolitan area. This represents a process whereby individ-

ual municipalities retain their identity and autonomy, but contribute to a new system whereby knowledge of trends and needs patterns on area wide activities (such as the flow of traffic) are worked out. It is in the sensitive interrelatedness of the policy making bodies of all of these various entities that we can get some consistent adherence to policies widely recognized as desirable within any given metropolitan area.

It almost took the United States government to settle the dispute between New York and Philadelphia because of the diversion by New York during the height of the drought of the waters of the Delaware to a point where the Philadelphia water supply was being contaminated by the inrush of salt water. The end of the drought has temporarily settled that but the threat is still there. We are beginning to see in the large metropolitan areas that it isn't necessary to have a czar for transportation nor one for water, but that it is possible to develop the policies of many different entities that make up a metropolitan area so that we can respond with some sense of direction to trends that we all recognize are inevitable. It is kind of a victory for common sense to provide a way whereby local autonomy can be preserved and at the same time exercise common sense in those matters where area wide matters must have consideration. I think that this is the same kind of argument that can be made for the field of adult education.

If I were going to start from scratch, if we could wave the time backward fifty years, I would never organize the field of adult education the way it is currently organized in this country. I think that it is nonsensical and chaotic. But this is 1967, not 1907, and we have to respond to the realities of the situation as they are at the present time. This, I think, means that we must bring about the kinds of relationships among organizations that respect the independence of those that desire to remain independent, but yet brings them into a functional working relationship on those matters that are so common to the field as a whole, because if we cannot work on them, we cannot progress, and if we do not progress, we will slip backward.

What we need essentially is a strategy for moving ourselves from where we are to where the future quite clearly says we have to go. I think we have the sense of direction, but we don't have the strategy. We are somewhat in the position of the satellites that have been sent out by NASA to take pictures of the other side of the moon that go out with a built in sense of direction, but their operations require that they take a fix at some point in time and at some point in space.

We need a field wide system of directions which enables us to do what the satelite does, to leave earth as we know it, in the case of the satelite to go into space, and in the case of adult education to go into the future. This, I submit, is our most pressing problem.

NEEDED -- NEW FORMS OF SERVICES TO ADULT STUDENTS

Reuben R. McDaniel, Jr.

The emergency of adult education as a major thrust in the higher education panorama, coupled with the growing role of student personnel work in higher education, has opened the door to a new and exciting future for persons whose interest and talents make them particularly suited for work with adults.

Historically, one finds many approaches to the particular problems facing personnel workers in evening colleges. In the immediate future the first text related to these problems will be available. National organizations have recognized the roles of the personnel worker in evening colleges and their importance to the total educational development of the adult student. The Evening Student Personnel Association itself is a landmark signifying a new role for workers in the field. There is no longer any doubt that services are needed by adult students, services which can best be provided through the efforts of student personnel workers.

The particular forms of services offered to adult students have developed from the traditional activities of the college and university. These activities have been modified to meet the special needs of the adult student as these needs have been perceived by the growing body of persons who have committed themselves to adult education.

Now, change itself is composed of both revolutionary and evolutionary elements. As we have changed the traditional student personnel services to meet the needs of the adult student, we have relied heavily upon the evolutionary aspects of change, adapting and modifying existing methodologies to develop suitable programs. I would submit as an hypothesis that we must introduce many more revolutionary elements if we are to be successful in coping with the total needs of the students we serve. We must look to the nature of the student and the basic functions which must be carried on through personnel work and develop a revolutionary body of techniques and methods which will advance our cause. Let us examine a few of the specific services which we offer and explore possible methods of attack.

In the area of extra-curricular activities, the majority found in evening colleges have evolved from the activities programs of day colleges. There is a student council, an evening student newspaper, an international affairs group, and a social program. It is true that the councils are managed slightly differently, the newspapers contain news about evening students rather than day students, the international affairs group discusses matters from a more mature viewpoint,

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and the bands are not as loud at the dances. Yet these activities are highly reminiscent of the time when some of us were day students. It is probable that the local political unit, the daily newspaper, the bull sessions in the office, and the social activities of the neighborhood are more relevant for many evening students than the college sponsored activities. If we are going to make extra-curricular activities in the evening college significant, we must design revolutionary programs to meet radically different needs.

Some new forms of student groups seem to be relevant. Advisory groups concerned with the major areas of college life and the major relationships between the college and the community are needed. Academic advisory committees which would concern themselves with problems of curriculum, admissions and retention, faculty selection, etc., can make meaningful contributions. Advisory committees in the area of community relations can work with local business and governmental agencies to further institutional causes. Study groups concerned with the relationships between social awareness and educational attainment can begin to discover some of the more significant rationales for adult education programs.

In the area of counseling we are faced with many unusual problems and we need unique solutions. How do we provide counseling services for students who are taking extension courses at the major state universities? An adult student taking a course in a high school building far removed from the main campus is as much in need of individualized counseling attention as any other student. We are not at the present providing even token services for many of these students. The development of workshop programs in guidance for faculty members who teach in extension centers could prepare them to assist with the counseling problems of these students.

It might be advisable to develop group counseling techniques for adults who are returning to formal education for the first time in many years. Many of these students experience high degrees of anxiety and have difficulties in meeting even the practical problems of returning to college. Another use of group counseling is for adult students who have been dismissed for academic reasons from the college. While an eighteen year old may face academic dismissal with a high degree of resiliency, to fail out at thirty-eight is another matter entirely.

We also need new counseling techniques to help us deal with the students who have erroneous impressions of the objectives of higher education and who, therefore, are disillusioned with the educational process after an exposure to one of our institutions. Speaking of disillusioned persons, counseling programs must be devised to help those who have been disillusioned by previous exposure to the educational system, but who are considering continuing their formal education.

Vocational guidance for the adult student is often an entirely different problem than it is for the day student. Placement opportunities are limited by space and time and, quite often, by salary. Many adult students have erroneous ideas concerning the monetary value of a college degree and, therefore, experience difficulties in making vocational and educational adjustments. ...

Remembering that generally speaking the evening student personnel worker is involved with a more heterogeneous clientele than his day counterpart, there is an opportunity to develop new techniques in order that the interpersonal relationships within the college may have maximum

significance in the total education of the student body. For example, with increasing numbers of post-adolescents attending evening colleges, there is a tremendous opportunity for these persons to be positively influenced by the adult students in the college community. We must discontinue the separation and fragmentation of our student body by age groups. The college must cease to be an island on which the post-adolescent can isolate himself in protest from the real adult world.

There are unlimited opportunities for evening personnel workers to develop creative means whereby all persons in the college communitycan interrelate in meaningful ways. One might question the validity of separate chapters of the Society for the Advancement of Management for day and evening students. The day students need to come face to face with adults in discussing the problems of business management and, conversely, adults need to lose some of the pragmatism caused by the necessity for meeting today's problems today, and they need to become more conscious of the theoretical approaches to problem solving which are often characteristic of the full-time student.

I am reminded of a faculty comment. "I like to teach evening students because of the richness of their backgrounds of experience, but I like to teach day students because they are interested in the theories which make the subject matter meaningful." While I have a pseudo-sympathy for the faculty member, the real losers are the students, day and evening, because both are being exposed to a lopsided picture of the world around them. ...

If we wish to have adults who will be capable of engaging in the kind of educational program which we feel adults really need, then we need to have high school students whose attitudes toward independent reading and seminar study are not shaped by traditional methods. I am sure that some of my colleagues will object, but I honestly feel that some present college curriculums in reality discourage a student from participating in continuing education apart from the traditional graduate school.

We who believe in collegiate and university level education as part of a life long pattern of experiences must work with our colleagues in higher education to ensure that the attitudes and values which they are developing in their day students are not at cross purposes with the kinds of attitudes and values which we believe must permeate the culture.

Now, in order to do these things, a considerable amount of research is required. We must begin to find out what kinds of experiences are necessary on the elementary level if a person as an adult is going to be a student in the finest sense of the word. We need to know what kinds of things need to be done to change the attitudes of our present adult population. In any case, the evening student personnel worker, because of his unique relationship with adult students, will not only be called upon to contribute to this kind of conceptual planning and research, but must indeed take a leadership role.

Any of you can develop further analyses which would reflect the need for revolution in evening student personnel work in higher education today. I only ask that you think in revolutionary terms. Break away from the ideas which I have presented tonight. Break away from the traditonal concepts. Investigate the functional aspects of every one of your activities. Put

them in the simplest possible form and then develop methodologies which will serve these functions. Let me give you just one example of the kind of thinking which would be beneficial.

There are three basic kinds of student communication which must take place in any kind of educational institution.

1. Students must be able to communicate with the institution on their own behalf.

2. Students must be able to communicate with the institution on behalf of other students.

3. Students must be able to communicate with each other.

Now it seems as though these are the three essential communication problems of students. We have solved these in the past through academic advisors, student councils, and spring dances, but there have to be novel and unique ways in which these things can be accomplished. These ways must exist for I cannot picture adequate academic advisement, meaningful student councils, and gigantic spring socials being found in some of the extension centers across our country, but I know that there are adults going to school there, and I feel that they have the same basic communications needs. We must, therefore, give birth to revolutionary ways of meeting the needs of these students.

This is only one example of an attempt to break down into its basic components the functions served by existing student personnel services, and to realize that these functions must be served in every situation in which adults are enrolled in our institutions. Once this is done, it becomes apparent that one must conceive of a large variety of methods and techniques of accomplishing his goals and that because certain patterns of adult education are in themselves revolutionary, one must develop revolutionary approaches to the solution of student personnel problems.

I realize that a revolution never satisfies the hopes and aspirations of the revolutionaries, for change comes too slowly to satisfy them. The change itself, because it is culturally hinged to the past, is never adequate, and the revolutionary leaves the scene disheartened and impatient with his new-found leadership. A more realistic appraisal of the process of transition shows that evolution is a necessary ingredient of change. Therefore, you should understand that the apparent lack of patience with the evolutionary changes which have been taking place as we have adapted old forms to meet new conditions is not an expression of complete disenchantment, but rather is an expression of the belief that we, as evening student personnel workers, have within us the ability to intelligently mix revolution and evolution as we meet the needs of an adult student population.

Needed -- new forms of services for adult students, forms born of creative thinking, with daring execution and imaginative evaluation, which grow on sound educational principles, based on the real needs of the adults we serve.

IMPLICATIONS FOR COUNSELING THE ADULT

Dr. Goldie R. Kaback

A very basic assumption that I should like to make at the outset in connection with Implications for Counseling the Adult is that both the counseling process and the projected aims of this process are firmly bound to the counselor's own concept of self and his perception of the nature of man. According to Gardner Murphy, "...if he who offers guidance is a whole person, with real roots in human culture, he cannot help conveying directly or indirectly to every client what he himself sees and feels, and the perspective in which is own life is lived. Is it to be a technician's perspective, or are the techniques to be subordinated to wisdom in living? If the guide is more than a technician, he will not be afraid to guide."

To perceive man as a pawn caught in the swirls of his environment against which he has no strength or power to resist, or to feel that man has the ability to cope with the demands and stresses of his surroundings, will influence the resulting relationship and the counselor's role in the counseling process.

Whenever a counselor leads or directs, there appears to be pretty good evidence for his evaluation of the counseling relationship as one in which the counselee does not have the ability or the skill to reason for himself. Whenever a counselor supports, motivates and encourages a counselee to make his own decisions, the indications generally are that he has full confidence in the counselee's ability to develop insight and to learn to solve his own problems.

Attempts have been made to define the counseling process with respect to some particular school of thought. It has been described in terms of the group counseled: adolescent, parent, normal, or abnormal. It has been related to educational, vocational, social, or personal problems. It has been explained according to technique: client-centered, directive, existential, or other.

The definition of counseling, recently developed at the Chatham Conference, while broad in its implications, was worked out with the adult in mind. "Counseling is a systematic exploration of self and/or environment by a client with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that behavior modifications or decisions are made on the basis of greater cognitive and affective understanding." This definition assumes that the adult is sufficiently independent and responsible for himself and perhaps for others, to be able to develop a plan of action during the counseling process that can be actualized without the mitigating influences of those who feel themselves responsible for his welfare and adjustment.

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Independent, resourceful or not, the adult only comes to counseling after he has spent a considerable amount of time debating with himself, and sometimes with others, whether or not he should come at all and often doubtful about the values of the experience into which he is about to enter.

Since the major determinant in the counseling process is the counselor himself, let us consider him for a few minutes. He brings to the counseling process all that he is, his standards, values, skills and knowledge. The feelings of self-worth and trust that he has toward himself enable him to be supportive of similar qualities in orders. Empathic understanding of a counselee's difficulties and respect for the counselee's attempts to handle such difficulties can inspire a counselee to search more constructively for solutions to his own problems. A counselor's warm, accepting, compassionate and patient manner, conveyed in a climate of understanding, can help to arouse unrecognized values within a counselee himself.

Most theoreticians and practitioners in guidance and student personnel work argue about the relative merits of their particular counseling approaches. The majority of them, however, are in general accord with respect to the following time-honored counselor characteristics.

First and foremost is the counselor's ability to accept a counselee as he is, with all his problems and conflicts and instabilities. This acceptance is predicated on a liking for or a "prizing" of the counselee. Value judgments of good or bad, positive or negative are unknown; the counselee is accepted unconditionally. There are no conditions attached to the acceptance of a counselee in the counseling relationship.

Equally high preference is attributed to "congruence", that is, no contradition between what the counselor is and what he says. A counselor should be so aware of the nature of his own feelings and attitudes with respect to the counselee and his problems that he will have little hesitation about expressing his viewpoints openly. The effective counselor is unified, integrated, and consistent throughout his counseling relationships.

"Understanding," a key word in the counseling relationship, implies that the counselor is able to experience "an accurate, empathic understanding of the client's world as seen from the inside. To sense the client's private world as if it were your own, but without losing the 'as if' quality -- this is empathy and this seems essential to therapy."

While complete understanding may not always be possible, the counselee's recognition of the counselor's attempts at understanding, strengthens his own drive toward self-understanding and a better appreciation of his own worth.

The ingredients of acceptance, congruence, and understanding in the counseling process, whether communicated directly or on a feeling level to the counselee, provide the structure for the kind of relationship in which the counselee cannot but feel secure, non threatened, and supported. It is in this type of relationship that the counselor is perceived as trustworthy, dependable and consistent. In this regard, Rogers writes, "When I hold in myself the kind of attitudes I have described, and when the other person can to some degree experience these attitudes then I believe that change and constructive personal development will invariably occur."

Well-informed counselors, along with educators, philosophers, and others realize that human beings need human assistance to aid them to achieve their full potentialities; that the human self can only emerge in a society, for he has no real existence apart from it; that the self is not prior to society but coexistent with it.

A counselor helps to identify the abilities, interests and capabilities of counselees and encourages them to try themselves out in realistic situations. He assists the counselee to appraise and to reappraise his experiences in relation to his abilities. A major counseling goal is to try to enhance a counselee's educational, vocational, and personal status in accordance with interests, aptitudes and talents. The counselor serves as a supporting agent as the counselee takes a new look at old issues, reviews outdated information regarding skills and training, or examines conflicting relationships with associates at work or in the home.

One of the clearest statements in this regard, as applicable to the field of counseling as it is to education, was recently stated by U Thant, educator and Secretary General of the United Nations:

> "One of the most important tasks of the teacher, as I understand it, is to bring to clear consciousness the ideals for which men should live. Education cannot mean merely the development of our intellect or our potentialities, for there are potentialities for evil in us as well as for good. Nor can it mean mere preparation for life, because life may be worth living or it may not. Our educators must realize as clearly as possible what kind of potentialities they are to develop in their students, what kind of life they are to educate young people for. The ideals which constitute the essential elements of culture must first be clearly understood and appreciated. But all are not equally qualified to pursue the highest ideals. For many people, mere health or physical well being is a good enough ideal; some aim at moral and intellectual excellence; still fewer can properly aspire to a higher spirituality. In a well-ordered society, there should be room for people of different ideals."

A counselor tries to remain free from bias and value judgments as he becomes better acquainted with the vocational and educational plans of the client. He strives to motivate his client to move in the direction that will continue to bring greater personal and job satisfactions.

Sometimes there seems to be some question as to whether the counseling process can really continue to remain uninfluenced by a counselor's own system of values. According to Williamson, "so long as counselors function in facilitating an individual's development within the limits imposed by his social situation," the counselor, consciously or not will be unable to remain "non-value bound." He is one, who feels that the counselor is quite instrumental in helping clients to become one or another kind of person. Where this is true, the counselor has a tremendous responsibility in noting the influence that he has over his counselees during the counseling relationships.

While there are no blueprints for the development of a counselor's sensitivity and skill as he tries to understand the subjective and objective communication of a counselee, he is the one who will continuously evaluate the ongoing progress of the counselee as he begins to examine needs and makes decisions. It is during the counseling process that decisions become correlated with interests and abilities and with the demands, opportunities, and expectations of a particular society.

Not only is the counselor concerned about the fuller development of those who seek his help in decision making and problem solving, he must also continue to expand his own personal and professional horizons. He knows that the quality of his counseling relationships are significantly affected by his own search and continuous evaluation of answers to questions about human conduct and the nature of the good life in a changing society. He must keep abreast of the newest theories and research in his own field, comparing with his own, the counseling viewpoints endorsed by others.

A counselor is ever mindful of the fact that he serves as the role model for his counselees. Their perceptions of him are influenced by their own expectations of him as well as by the way he is regarded in the academic community by others. Where the counselor is perceived to be someone with warmth, interest, and understanding, the resulting relationship is experienced as accepting and supporting. Moreover, when a counselee recognizes the counselor's faith in his ability to handle his problems, the counselee becomes more aware of attitudes and feelings in himself that have been long denied. The bringing of such attitudes and feelings out into the open, particularly when the counselee knows they will be accepted with respect and interest, encourages him to change his perception of self and leads to a more positive, realistic appraisal of self and capacities.

Throughout, it must have become evident that the counselee responds to the counselor as a person rather than to any particular counseling technique or method. An effective counselor does not engage in any lengthy discourse on personality dynamics and behavior, neither does he prescribe a course of action on the basis of a brief psychological examination. The ongoing relationships which enable a counselee to discover within himself the qualities that promote change and growth are not cognitive nor intellectual. The essential components of an effective counseling relationship include acceptance, trust, patience, respect, and empathic understanding. These are the intangibles which cannot be measured but they make the counseling process into a dynamic relationship in which both counselor and counselee learn, mature, and progress.

The counselor in student personnel work with adults begins with a belief in man's ability to grow and to change. He is concerned with immediate and with long range goals for his client. He hopes that the counseling relationship will help the client to:

1. discover how to actualize his potentialities;

2. develop capacities to respond to new experiences; and

3. learn to integrate such experiences into a meaningful confident pattern of life congruent with the deeper values of his society.

IMAGERY OF A NEW THRUST

Dr. P. Bertram Phillips

Conferences such as the Galaxy are not essential unless in them new ways of dealing with each other for relevancy is found.

This country is on the brink of a revolution because the cultural and national goals are less relevant for the people today. This is true for the white majority and even so for the black minority. Today black and white find it hard to deal with each other openly.

This incapacity to deal with each other openly is evidenced in student personnel work. When a critical situation arises on a campus leadership is not sought from the student personnel field but from others. Student personnel workers must remember they are part of a team not a totality in dealing with the students on a campus. ...

Five urban coalitions originated after the death of Martin Luther King were Metropolitan Washington, Minneapolis - St. Paul, Winston Salem, Norfolk, and the national one. The object of these coalitions was to bring about change through the use of power in America so the social welfare and economy could be applied to all not to just a few. The founders of the coalition movement were men such as John Gardiner, Henry Ford, Rockefeller of Chase Manhattan, the chairman of Alcoa, and leaders of various civil rights organizations. No educator of note or a member of the silent majority could be at the first meeting or at a current one.

What were the results that came from the formation of these five coalitions? The metropolitan Washington business leaders met with the blacks and pledged themselves to make something happen. They failed repeatedly because the leaders were afraid to take risks. They were afraid to offend this or that Congressman. The members of the St. Paul coalition met last April to map strategy for their branch. By December 4th of the same year they were asking themselves whether the group could continue to exist. In Minneapolis the mayor said that he wanted all the possibilities for everyone but it couldn't be done now. However, people such as the vice president of a local bank and the editor of the Star Tribune were willing to take risks and to go step by step. Even their wives were willing to take the risks that came through their husbands' actions. The Minneapolis group is still working.

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In Winston Salem, which is a company town, the silent majority moved to Forsythe County. Pressure was applied for the coalition members to forget about the minority group. Members of the coalition backed off. In fact, approximately six of the thirty two or thirty four members left the town and the area as a result of this pressure. The members of the coalition in Norfolk decided to bring the black people together, but the black people couldn't work until they knew what they were. As they made this discovery they became a threat to the coalition who began to retreat and to doubt whether it had anything in common with the black group.

On the national level, the situation is not much better. The government is not keeping its promise to try to bring the country together. Moynihan speaking for the executive branch says that there is a willingness to talk, but eventually talk must cease and concrete deeds must occur. The coalitions are not the only answer for the black and white to bring about change together but they are one of the last chances.

There are many visibly alienated individuals and groups who have so little hope that they will do whatever is necessary to force the country to change. On the other side there is little hope for change and this group will do whatever is necessary to force the country into an era of clear stark repression against the majority of the people of the United States not just against a few of the hippies. If action groups cannot act to obtain needed changes for the black and the white then this country is in for a very rough time. Unless each individual begins to look at how he deals with people there could be concentration camps for all who dare to be different. The greatest promise for concentration camps in the country is that the people lack all fear of this being able to happen and lack realization of how close we are to the actuality for we are moving speedily toward this nightmare.

The country must face making a new attempt to resolve the problems of education and, thus, some of the problems of the black and white. This involves taking a hard look at all the people in the country. Intelligence and reasoning powers must be matched with gut feelings and must be dealt with for changes to occur. Unfortunately, education has done little except to pat itself on the back.

What have the people in student personnel accomplished? What new things have they done? In the learning process - nothing. They haven't recognized that student personnel workers are disadvantaged. They must take a good long look at where they are going in the field and where they want to go. No longer can student personnel workers try to accomplish all education within the framework of the campus. There are street academies in the community. Where are the student personnel workers as part of the integrative process out there? Are the student personnel workers living in the community in which they work? It is true some student personnel workers are not fitted to live in the community because of personality, family, and etc. But some of them can and some must.

Let's take a look at the texts used in student personnel training programs. Since 1954, 2300 publications in the field have been reviewed. Of these only 18 had relevancy in terms of what is really happening. Only 18 helped the student personnel workers deal effectively and

honestly with todays' educational problems. It is true that student personnel workers can be eclectic and draw from publications of other fields, but they are no more relevant. Somehow, somewhere a few people must get very disturbed with themselves and get sick and tired of not meeting the new thrust. When this occurs they will be willing to take risks and will develop a political awareness so that the risks will lead to change. They will not be caught with the old saw to work in the system and change it. Fromm distinguishes between ego (as it looks at things and possessions) and self (as that which is growing and moving with a cutting edge). The student personnel worker has been unable to use this cutting edge for change because he has been so involved with the system. He can no longer sit back and say let someone else do it. The Jews who permitted this in the 1930's are a warning to each today to stop now and say that no one can deal with me except me. Student personnel workers must deal with young people and the educational processes. This is their only job.

"Business Week" says that the corporations of the 1970's will be less profit and more social oriented. If this happens and if we survive that long, some of the problems discussed today may be solved.

I am not trying to anger or hurt but man must try to find a way to break the plate glass through which he sees others whom he can not touch or hear. Then he must find a way to deal with them. If man takes risks, he can be part of the people who are frightened by their existence but who can move, take steps, and really develop a thrust.

COUNSELING PATTERNS WITH PUERTO RICANS

Milton N. Silva

I would like to start by presenting my official objection to or clarification of the title of this session, "Counseling Patterns with Puerto Ricans." There is no such thing as "counseling patterns with human beings" which may be altered, modified or adjusted to accomodate them to a given individual, depending on circumstances and needs.

My objection, I would like to add, is not academic but rather it stems from a growing uneasiness resulting from an observed increasing tendency on the part of some people in the field, including personnel workers, to lump together members of given groups, with all the negative implications that his act may bring with it and the unfortunate durability and even permanency that usually accompanies this kind of stereotype.

But I have been asked to talk to you about Puerto Ricans today and I am afraid I am going far afield. Let me try then to explain what the Puerto Rican adult, whom some of you work with, is all about. I will, therefore, in my presentation try at all times and as much as possible to limit myself to talk about the adult and even give examples of individuals in this age category. The best way perhaps to attain this end is to start at the beginning.

Puerto Rico, the smallest of the three big antilles - Cuba, and Hispaniola being the other two - was discovered by Christopher Columbus on his second voyage. It was settled by Spaniards, people from the Canary Islands and by Africans. It came to be part of the United States as spoils of war, with the Treaty of Paris 1898, after the Spanish-American War, along with Guam and the Philippines.

In 1917 the congress of the United States, through the Jones Act, made all Puerto Ricans, AMERICAN citizens.

At this early date, however, only a few in the island availed themselves of the new elimination of quotas or immigration restrictions and came to the new country. Most of those who came were members of the elite, to attend American universities or to learn the new language. And so it continued until the second World War, when many of those drafted were sent to the stateside bases and discovered the Dorado. Some immediately asked their families to join them while others waited until after the war was over and they had secured a job before sending for their relatives. So the shift between the Island and the State began - particularly between the Island and New York.

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Just about this time, commercial planes began to fly the route making it easier for more to come. There was, however, a general shift in the background and aims of those that now came. While the first ones had sought an academic degree or language proficiency, many of the new arrivals were seeking a new future.

Puerto Rico, traditionally a three crop (sugar cane, coffee and tobacco) agrarian society, had little to offer the indigent farm worker or the impenunious urban slum dwellers. It is not surprising then that it was among these two needy sections of the population that the Dorado legend grew to attain formidable proportions; partly based on reality, partly on wishful thinking and partly on outright fantasy.

Today we have an air tunnel between San Juan and New York. The most travelled air route in the world and I may add the cheapest one. It is commuted by Puerto Ricans of all socio-economic classes in both directions with the same ease that they go from one of the island towns to San Juan.

The two things which perhaps distinguish the Puerto Rican immigrants from those of other groups that came before them are first, the fact that they all came here to "make money and then go back", and whether they did or didn't, the Island is still within easy reach and secondly, their citizenship. They were citizens but not Americans, a matter about which some are touchy and a fact to be kept in mind by counselors.

The immigrant workers, however, were unprepared for what some found. New York's size was beyond their wildest expectations. The size of the city's population and the pace of life, beyond credulity. The weather, frightening. New customs, new traditions, and unintelligible language and new way of life. This unique conglomerate was terrifying.

The family structure suffered. The children, normally the first to learn English in the home, became the official interpreters of the family. This gave them a disproportioned importance in the family matrix and in turn they became critical of their parents and started to look down on them for their unamericanism and for their Puerto Ricaness, for their lack of formal education and for their tenacious attachment to, what they felt were, outdated traditions and customs.

The prejudice and rejection that the newcomers encountered often and which for many was a novel experience, was perplexing. They discovered that they were even denied racial rights and were condemned to a colorless limbo. There were in the new city, they were informed, whites, negroes and Puerto Ricans. The latters were thus neither fish or fowl, but rather an amorous breed all their own. Again with all the negative implications that this classification carries for the establishment. At home there were white Puerto Ricans, negro Puerto Ricans and mulato Puerto Ricans, not that it really mattered to most.

Some of the effect of all these antagonistic forces on the late arrivals, I have discussed in another paper, "Psychopathological Implication of Acculturation." I will, therefore, touch very briefly on these points here.

A few come to hold on to Puerto Rican cultural patterns as a psychic life preserver. They are Puerto Rican with a vengeance. They have formed a sub-group and live in "separate" sections of the city. They speak Spanish loudly everywhere they go, they only shop in Spanish stores and attend Spanish movies and watch Spanish TV. A few are terribly defensive to a point of paranoia and become highly belligerant at the slightest provocation since they have been conditioned to expect rejection, insults and belittling from the establishment. They then fight, "get into trouble" and even kill in some cases.

Others have developed an over-identification with American behavioral patterns and values to the complete denial of everything which is Puerto Rican.

Still others have decided to do something about their fate in the city and have formed pressure groups to try and change their lot, ASPIRA and Puerto Rican Power to mention two. Others have joined and become militant members of political parties in hope that once in, they will be able to work toward an improvement of the Puerto Rican community.

Needless to say that there are those who do not do anything. They have been psychologically annihilated and with their crushed egos they merely exist.

Last of all there are those who have gone back to the Island, enbittered, disillusioned and bearing deep psychological scars, with strong anti-american feelings, to join anti-yankee or even subversive groups.

In many cases it has not been easier for the middle-class Puerto Rican or those with a profession. They come here with high hopes and expectations and are stunned by what they encounter. They speak the language, can adapt effortlessly to the American way of life, are highly qualified for their professions, yet they are lumped together with the rest of the Puerto Rican community. Puerto Ricans, for better or for worse, are class conscious, another fact for counselors to bear in mind. Particularly those who have risen from the lower socioeconomic class to occupy a place in the ever growing middle class through their own efforts, like to have their achievements acknowledged or recognized.

Some report discrimination at work, some have been denied rental in certain area of the city and still others the right to purchase homes in some developments. Some of their children have been advised, or should I say ill-advised by their counselors in school, to go to a Vocational High School or discouraged from matriculating in academic programs because "after all being Puerto Ricans and all, they will be unable to go to college or even to do college work."

They have been accused by some WASP'S or those who were here before them of being proud, even arrogant, of daring to think themselves equal to the establishment, upstarts wanting to live in the "better" sections of town, of conspiring even to enter into their families.

These then are some of the Puerto Ricans with whom you may have to do counseling, as well as with:

The old adults with a seemingly total disregard for time. Promptness appears to be a non-existant word in their vocabulary. They were to see you at 9:00 a.m. and they roll in around 10:30 or 11:00. "Couldn't make it before now", they explain. They had an appointment to see you on Tuesday but come in Thursday, because they just "couldn't come on Tuesday." Logical.

Some might develop a maternal or paternal attachment to you in the best Hispanic tradition - not an uncommon pattern for the Island - and may expect you to solve all or most of their problems.

In other cases their fondness of you, if they develop one, will know no bounds and they may shower you with homemade gifts and food.

The religiousness of others, at least at the verbal level, may give you the impression of fanaticism. A few have religious images all over the house and even carry pictures with them. They talk of the saints as though they were real people and in general their behavior may strike you as delirious. You will soon learn that this is not the case.

Puerto Ricans seldom say "no" to outsiders, even when they know that it will be virtually impossible for them to complete the task by a certain date. An exasperating trait to most Anglo-Saxons but they mean no harm. It is just that Puerto Ricans aim to please and to make everyone happy, at least momentarily. The other person will understand their inability to meet the deadline, at least they hope so, and will look at you perplexed if you show anger. Some may insist that they know or understand even when this is not the case. Others may appear over-emotional, too expressive and affectively uninhibited, another distressing quality to non-latins. These last characteristics have been labeled by one of our psychiatrists as the Puerto Rican syndrome.

The machismo in the Puerto Rican male is perhaps another unintelligible fact to many Americans. Machismo as you may know is the existing attitude in the culture, toward the role of the male with all the implications that accompany it. A role which is almost a station in life and "must be defended at all cost." In process of the evaluation and change, it has its stronghold in the lower socioeconomic classes and in the lower middle class, and is of almost insular universality during adolescence. The cockiness of some and the almost Don Juan Complex of others, which may lead to a seductive type of finesse and good manners when dealing with the female, any female, while at the same time not letting the "women get away with anything." On the one hand they place the woman on a pedestal and belittle her in the same breath.

Manifestations of machismo are to be found in the patterns of drinking, dancing, music, humor, fiesta celebration and leisure time activities in general. The outlook may also find expression in other aspects of culture and social structure, such as courtship and the concept of romantic love as well as in the performance of occupational roles. To be good at verbal suasion, "getting away" with things or to gain some desired end with the least possible effort may gain them popular appreciation. There is, however, ambivalence to be detected in the evaluation of such distinctive characteristics. Pride and admiration predominate but there are also occasional laments to the effect that these aspects of machismo are detrimental to personal and insular progress.

Variations of these characteristics, you will notice, will be dependent on the duration or length time of residence of Puerto Ricans in the States. The process of acculturation can and will bring about changes and even radical modifications in the basic cultural patterns of individuals.

When dealing with "New Yorker" or New York born or raised Puerto Ricans, the picture may change somewhat. They have been described as individuals who have assimilated enough of the American cultural patterns to cease being Puerto Ricans yet have retained enough of the Puerto Rican pattern to prevent them from being totally Americans, thus becoming marginal individuals in more than one way. Being thus, cultural hybrids, they feel uneasy in and critical of both cultures. A few, however, have taken sides a 100% with one or the other culture.

Some of them are usually more outspoken and aggressive than the average Puerto Rican. Seldom will you find among them the passivity or even the docility that may characterize a few of the new arrivals. Quickly to take offense, ready with the come-back and easy to fight, the New Yorker is often as much a puzzle to the Puerto Ricans as to the American.

Do not make the mistake of lumping all Puerto Ricans together, not because being equal to others is good or bad, but because many Puerto Ricans are rugged individualists who refuse to have their personal indentity submerged in that of a group, any group. Many may not voice their objections if and when you do it, but it may very well mark the end of the counseling relationship.

In spite of all these factors and others which you may have discovered on your own, if you really listened during your counseling session, or better still, because of them, if you take them into account, remember them and try to understand them, sincerely try to understand, you will have no difficulty counseling with Puerto Ricans and establishing a healthy, durable relationship.

THE LEGAL RESPONSIBILITIES OF STUDENT PERSONNEL ADMINISTRATORS

Mr. J. Stewart Grad

It should be self evident to anyone who has spent any time at all on a college campus that the academic community of higher education is somewhat unique. There exists here a myraid of combinations and permutations of interrelationships between administrators, faculty and students. These groups constantly commingle in academic pursuits, extra curricular activities and the desire to exist and grow within a scholarly atmosphere.

To attempt to analyze in detail the rights, duties, responsibilities and liabilities of these different groups, given the number of possible situations that could arise, is certainly a herculean task. Therefore, for the purposes of this rather brief discussion, I will try to make merely a few general comments with regard to the issue of due process in disciplinary proceedings. There will also be some asides dealing with criminal liability and the area of free speech. My comments will be aimed at those administrators commonly known as "student advisors," who occupy a rather unique strata in the hierarchy of academe.

Before proceeding, a cautionary note is necessary. For many years, activities within the ivy towers were considered sacrosanct and apart from the mainstream of social behavior and the requisite controls. Institutions of higher learning were autonomous and could exercise unreviewed discretion in dealing with academic standards, admissions, discipline and any other facet of institutional life. The university was truly acting "in loco parentis." With the recent demise of this concept, many of the formerly accepted practices have been called into question. Therefore, there is not yet a firm body of law in many of the areas upon which I shall touch and, in fact, there are areas in which both lay writers as well as judicial scholars differ.

Although I will attempt to bring some of the problems to the fore, this is by no means to be considered the last word on the subject. Furthermore, judicial decisions, as well as statutes, are localized and consequently what is law in one jurisdiction may be no more than mere speculation in another. The final determination should be fact oriented; dependent upon the particular situation at hand, and should best be left up to the college attorney.

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Due Process

The concept of due process is probably best understood by laymen as "fundamental fairness" or "fair play." It originated in the Fifth Amendment to the United States Constitution, which guarantees that one will not be deprived of life, liberty or property without due process of law. This amendment applies only to Federal activity while the Fourteenth Amendment makes similar language applicable to the functions of the various States.

Before considering the appropriateness of due process in disciplinary proceedings, one must first raise the issue of its relationship to the academic process. Restated, what is the life, liberty or property which might be improperly denied?

It may be argued that because of the significant amount of public funding of institutions of higher education, open admissions policies, and the premium put upon a college degree, experience in higher education is a necessity to properly function in our society. Without getting into a semantic analysis of the difference between a privilege and a right, suffice it to say that sufficient emphasis has been placed on a college degree that proper and adequate procedures and safeguards cannot be denied when this perquisite is to be removed by explusion or suspension.

The elements comprising due process appear to fall into two categories: substantive due process and procedural due process. The former is concerned with the merits of the particular rule, regulation or directive which the student is accused of violating. Such rule cannot be arbitrary or capricious on its face or in its application and must be one which the administration has the right to promulgate. If such rule has no reasonable reason for it, then no amount of procedural due process will rescue a decision based on this rule from being reversed for lack of substantive due process.

Assuming that the rule is reasonable and properly applied, the next consideration is that of procedural due process. The two basic elements are that of notice and hearing. The student must be given proper notice of the nature of the charge with a reasonable opportunity to prepare a defense or response. The school is best advised to publish a particular adjudicatory procedure and thus avoid an ad hoc situation with its inherent inequities.

With regard to a fair hearing, there are a number of other elements to be considered:

1. Right to Representation -- The student should be allowed to either defend himself or have someone appear in his behalf. This representative can be anyone of his choosing; an attorney, a faculty member, administrator, etc.

2. Right to Cross-examination -- The accused should have the opportunity to confront those testifying against him in order to test their credibility or the veracity of their testimony. If this becomes unmanageable, then it may be feasible to provide the petitioner (student) with a summary of the adverse testimony and evidence.

3. Right to Testify and Submit Evidence -- The student surely should have the opportunity to negate adverse testimony by telling his own story and by presenting witnesses and other evidence to buttress his position. Such testimony would, of course, be subject to cross-examination.

4. Explain Special Circumstances -- This does not go directly to the question of whether the petitioner did what he is accused of doing, but rather permits him to show a special siutation so as to mitigate his punishment.

5. Transcript -- It may be necessary to provide either a written or recorded record of the proceedings upon which the petitioner may appeal.

6. Administrative Appeal -- Occasionally it may be worthwhile to provide for a procedure for appeal to a higher authority within the school. Often, if there is good cause shown for the decision based on a valid rule properly applied, and all the procedural safeguards have been provided for, the courts won't review the decision on its merits and will defer to the expertise of the college.

It may appear at first blush that the procedure outlined above closely parallels that of a trial, However, there are some significant distinctions. The hearing panel certainly wouldn't have the authority to subpoena witnesses or administer an oath. Furthermore, the proceeding may be conducted in an informal manner without particular attention to the judicial rules of evidence and procedures. Nevertheless, the function and purpose is similar to that of a trial, i.e., to accurately determine the facts and then determine whether they constitute prescribed behavior.

Two questions remain unanswered: which institutions should comply with these procedures, and must these safeguards be observed in every situation? Answering the second question first, it seems clear that when the allegations carry extreme penalties such as suspension or explusion, or involve a somewhat obscure factual pattern, then surely all the elements of due process must be granted. For example, where a student has violated a curfew regulation or taken excessive cuts and the possible penalty is a weekend confinement or mandatory attendance, then the decision can probably be handled in a summary manner. There is little doubt as to the facts and the penalty is mild. A variation would be the not uncommon situation of a student being on academic probation with the caveat that if he fails to achieve a specific grade point average he will be suspended or expelled. Here the punishment is extreme yet the fact of whether or not he made the grade can be readily determined. Thus a minimal amount of due process is called for and a summary dismissal may be all that is required.

Compare these examples with a case where the student is accused of copying exam answers, stealing from a dormitory, or causing personal injury or property damage during a disturbance or rally. Not only is the penalty likely to be extreme, but the factual milieu is fraught with difficulties or proof and identification. Therefore, all the elements of due process should be extended to the student.

As an aside, I must add that a college may take summary action against a student to suspend or expel him if there is substantial reason to believe that to do otherwise could result in the imminent danger of personal injury or property damage. However, this procedure must be followed with extreme reluctance and the administration should couple this with the immediate institution of a proper proceeding containing all elements of due process. Furthermore, if challenged, the college would be saddled with the burden of providing that its judgment of imminent danger was correct and did indeed justify the summary action.

To briefly summarize, the question of how much due process to grant and when it is necessary breaks down into two fact-oriented questions: (1) how difficult will it be to prove and (2) how excessive is the penalty at stake?

With respect to the question of to which institutions these rules are to apply, many troublesome issues become apparent. As stated earlier, the right to due process is not God given but rather is guaranteed by the United States Constitution. However, the Fifth Amendment applies to federal activity while the Fourteenth applies to state functions. But what of the private institutions? Courts have struggled with this issue in several different areas. The question in its most elementary form is whether or not there is a sufficient nexus between the state and the institution as to cause the function of the institution to fall within the penumbra of state activities.

On one hand, many states license or accredit private institutions as well as approve programs, etc. On the other hand, courts have tended to avoid the constitutional question by relying on a contractual relationship between college and student.

I believe that as the premium on college attendance increases and the securing of a baccalaureate degree becomes almost mandatory, that it will tend more and more to the first position. They will, therefore, impose on the private school probably the same or similar requisites of due process that are applicable in the public institutions.

Professor Chafee summed it up best when he said, "An institution which professes to prepare youth for life in a democracy might wisely give them an example of fair play when it is conducting its own affairs."

Campus Disturbances, Crimes, Etc.

Although a great deal has been written about campus disruption, its causes and effects, relatively little has appeared concerning the administration's liability in this area. But don't misunderstand, the following will be merely my visceral reaction and should hardly be considered a definitive discussion of this problem. What is most likely the case is that this area of the law will become more succinctly defined in the 70's if the behavior of some students on campuses is similar to that of the late 60's.

A case of this type is, in fact, currently being conducted in New York. According to the news media (a record is, of course, not yet available), Hobart College has been indicted as a corporate entity by the grand jury for being reckless in its failure to act during a campus disturbance last year. Of further significance is that both Hobart's president and Dean of men were mentioned in the indictment though not themselves indicted. This seems to imply that, in time, we may see indictments of administrators holding them criminally liable for the disruptive behavior of their charges. Furthermore, this would be personal liability. The doctrine of respondent superior, a civil doctrine mandating that an employer is liable for damages caused by his employee while acting within the scope of his actual or apparent authority, obviously doesn't apply in the area of criminal law. In addition, many states cite knowledge or concealment of a crime as a crime in and of itself. Therefore, I would

conclude that whenever any question arises as to whether or not personal liability exists for the student advisor or administrator, immediately consult with the authority (police or college attorney or college president.)

Another type of occurrence may impose liability upon an administrator. I can visualize a situation where the police contact an advisor and attempt to either have him open up student dormitory rooms or student offices or try to solicit information. Since there are so many different types of search warrants and an untrained administrator is ill-equipped to determine whether the warrant in hand applies, I would again notify the college attorney.

With respect to the question of the solicitation of information from a student advisor, the difference between privileged communications and confidential counseling must be examined. The nature of the relationship between advisor and student is in its essence that of confidential counseling. However, there are different degrees of confidentiality. An advisor may well refuse to release records of students to inquiring employers without the students' permission. On the other hand, he may be required to show these records to other department chairmen or administrators. The rules establishing the parameters are pr[illegible]unded as a matter of internal policy.

However, the rules of law on evidence of each state usually prescribe those relationships to which there is attached a legal privilege. Such privilege can be exercised in a court of law to prevent testimony even though the witness is under oath. Within this group of privileged relationships are those of attorney-client, doctor-patient, etc. Nevertheless, the lack of privilege does not mean that the advisor must in all cases reveal his student records to the authorities absent a court order or subpoena. He must bear in mind, though, that if he knows of a crime by his actual knowledge then he may be subject to criminal penalties for the concealing of that crime. This potential probably occurs most frequently in the area of drug use on campus.

Free Speech Rights of Students

Of no small moment to administrators is the recent increase and intensity in the exercise of free speech by students. While time and space considerations prohibit a full inquiry into the constitutional issue, it cannot be gainsaid that students are also citizens and have the same rights as the non-student population.

There are many vehicles for implementing or exercising free speech available to students: newspapers, other publications, speeches, rallies, etc., to name a few. The policy is to support the free and unrestricted interchange of ideas. It is from the same bag that the concept of academic freedom was nurtured.

Free expression also encompasses indirect forms of communication. This is the area which some have labeled "speech plus." Here, the communication is coupled to some active physical manifestation. An example might be a march of students carrying placards or a picket line around a building. The facts at hand will usually determine how far one can go in the speech plus area before one violates the rights of others.

An issue in the area of free speech which has recently come to the fore is the use of language in student newspapers which some people find repugnant. Although most would agree that the maxim of freedom of the press applies equally to student as well as private publications, the question arises whether state funds, or student funds held by the college as trustee, can be used to support publications with questionable content. A recent federal district court decision decided that the policy of freedom of communication overrided any consideration of whether or not the funding originated from public or private sources. However, no newspaper, student or otherwise, can publish that which is obscene or libelous. The question of what material falls within this classification is best left to legal analysis. An administrator should never impose any prior restraint upon any publication without proper legal guidance. As the federal judge stated, "Newspaper censorship in any form seems essentially incompatible with freedom of the press."

Conclusion

It is my view that a student advisor is in an extremely sensitive position. On the one hand he must represent the administration in direct dealings with students. On the other hand, he will suffer from ineffectiveness unless he can maintain the confidence of the students with whom he deals. In a real sense, the position into which he is placed is analagous to that of a foreman who must speak for management, yet must also work hand in hand with the employees on the line.

Nevertheless, the student advisor, as an employee of the institution, is charged with the duty and responsibility to protect the institutional processes, its physical facilities, and those who wish to use it. This includes management and control for the purposes intended and the promulgation of rules and regulations to orderly foster the educational process.

THE TWO-YEAR COLLEGE AND THE ADULT IN THE SEVENTIES

Dr. William M. Birenbaum

I wish to begin with that most famous quotation from the present President of the United States; to wit, "I am the President." Now a few years ago before I became president my friends, meaning to be kind to me and to express their high expectations for me, used to say, "Bill, some day you'll be president." And at that time I never thought very much about being president, but now I am the president. Now my friends, wanting to be sympathetic toward me and to express their high expectations for me, say, "Bill, what are you planning to do next?" "What job do you have in mind next?" reflecting, I suppose to some extent, how difficult the position has allegedly become. But I am a rather happy college president. There is a story that Bernard Shaw once told Winston Churchill. Bernard said, "I have to play in London next week. I would like very much for you to come to my opening night, and bring a friend -- if you have one." Winston replied, "I am afraid I can't make it on opening night, but I'll be very glad to come another night -- if there is one."

I am one of those college presidents who feels that he knows pretty well who his friends are. That is, to do what I am trying to do I have had to identify those who are not friends fairly well and when I leave the campus for a day to go somewhere else like this, I feel fairly sure that when I get back there will be another production, although I am not making any predictions about how long the play will run.

About the topic, "The Community College and the Adult in the Seventies" I want to dispose of that briefly so that I can just chat with you for a while about a few things that I want to say. On that topic, I think that one of the most elusive things in America today is the community. In most of the great cities in which I have lived, communities have utterly disappeared and nobody knows what they are. As for community colleges, there are hardly any, including my own, that can honestly confront the word community in their titles and that have in an effective, meaningful way confronted the meaning of that word.

About adult, the trouble is that we have brought to our present situation utterly archaic definitions of what an adult person is. We assume that there is a difference between being 18 and being 88. We assume that the age of 18 has some special magic about it. All we can

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say about those who are younger and grown up as distinguished from those who are older and grown up is that we allow the younger to fight our wars for us.

Most of the college students on our campus are now over 18. The mean age on our campus, with the returning veterans and all the rest is somewhere between 22 and 23. In other words, the student of mean age can marry without parental consent, and most have exercised the right to vote. They can drive a car. When I talk with these younger adults about the affairs of the day, what they think is wrong with me and the college, I sometimes wonder where wisdom is, and what the location of wisdom has to do with aging. Some of these young people are perhaps premature. Some of the youngest people I know are overage. The founder of our college is 84 this year, but in spirit and outlook about the issues, younger than 90 percent of our student body.

The greatest teacher I ever had in adult education was one of the founders of the New School for Social Research which advertises itself as America's first university for adults. He celebrated his 88th birthday this last month. When I became Dean of the New School at the ripe old age of 37, he came into my office and said, "Dean Birenbaum, I think we ought to teach a graduate seminar together on the philosophy of education." I was rather shocked to receive this invitation because I knew that he then was over 80 and that he couldn't possibly be good. And yet I respected him for what he had been, for what he had written in 1923, 1924, and 1925. The problem was how to get close to this greatness before a group of graduate students without embarrassing him about how much he wasn't with it. I couldn't even turn him down with courtesy. I had to accept -- and so I did. After the third session, I was Plato sitting back dead under some academic grove and he was off in outer space. He had outdistanced me on the issues, on the techniques, and on the problems.

The big problem on my campus is not the disruptions. The big problem is how to keep the disruptions going. Ninety-nine percent of them couldn't care less. The toughest part of being president is to plan the use of your resources to keep the qualitative disruption going and frequently in doing that you turn to people who have lived longer than you, but who turn out to be younger. I am dealing with a student body where the concept of adulthood can no longer be precisely dealt with in terms of age chronologically. Consequently, what I have to say about the future of the community college and the adult in the seventies is nothing, so I won't talk about that any more.

Now I did begin my career at the University of Chicago as Deanof Student Activities. Actually I started out as Assistant to the Director of a men's residence hall. In fact, I met Helen while I was in that position and we were married and I brought her home to her first home to a suite in the men's dormitory.

I was at the University of Chicago during the time of Robert Hutchins, during the time the place was full of Commies, homosexuals, all sorts of evils, and during the time the University of Chicago really felt it knew what it was doing about higher education. I worked for Mr. Hutchins directly as his assistant for a while and then became part of the establishment. I was on the academic faculty and teaching history. After two or three years of that I skipped to the

University of Chicago's adult center, the University College in Duluth, because the people there really didn't know what they were doing and said so, whereas the people on the main campus didn't know what they were doing, and said that they did.

When I moved to Detroit I was brought to Wayne State University to be one of the architects of the first graduate division of instruction and research at Wayne State. About a year and a half of that bored me stiff. If you ever want to know how higher education really is, get yourself involved in graduate instruction in a graduate division. ... It is where people struggle under the tremendous burden of nine-hour teaching loads and aspire to six or less, where excellence is measured not by the student load you carry, but by how small it is, where prestige and status are determined in those terms, and where the consummate success one can have is not just to get a substantial grant with which to carry on his research, but to get it under those conditions where he administers it completely independently of the rest of the university. The greater his independence in the expenditure of money, the looser the accountability, the more successful the graduate faculty member is, provided that his teaching load is not too much more than six hours and the number of contact hours with students is reduced to the bare minimum.

So I escaped from that and got involved in this thing called Detroit Adventure which I created which was essentially a new evening program addressed essentially to the adults in the city of Detroit. It was an amalgamation of about 35 different institutions and universities such as Michigan State in Detroit, the University of Michigan in Detroit and Wayne State. The trouble there was that the people running these institutions represented a very narrow part of the population of Detroit. One thing I learned through the Detroit Adventure was that on the governing boards of the 35 evening institutions in the city of Detroit about seven years ago, there were 235 people, of which there was a grand total of three who were non-Caucasian. You could boil those 235 people down to a crucial 50 once you crossed out familiar linkages and duplications and overlaps. You could break the 50 down into seven key men and you could break these seven down into four key individuals -- one from the automotive industry, one from the U.A.W., one from the largest bank in the city and one from the Hudson Department Store. Without those four people, you couldn't decide anything, about anything, I don't care what the issue was -- the development of a port, the future of the university, race relations, labor negotiations -- whatever it was, it involved only four people.

When I went to the New School for Social Research in New York, I was under the impression that it really was different. But I found first that it was no longer new. When I arrived there, I found that the person I replaced had been in office more years than I had lived and that the New School was approaching its fiftieth birthday.

There was a very interesting issue at the time -- I am now talking about five years ago -- a very interesting issue. This was whether or not the standards imposed by the Graduate Faculty really were being accurately represented in the adult part known as the New School. All over, traditional tensions between the traditional establishment and what you were supposed

to be doing for adults on the non-credit side or even on the credit side were going on -- all of this in this great pioneering, first university of adults in America, the New School for Social Research.

In conclusion, about this short synopsis of personal history, two things I have learned and I think that I know. One is that within the pecking order of the academic institution the student personnel people invariably are regarded as low. The second thing I think I know is that in the realm of the traditional academic institution in America those who teach and work at night are second class citizens. When you put student personnel so regarded in the pecking order together with evening services, as you have in this organization, you come out with what your problem is. Now you have to face this and it has nothing to do with the importance of your mission or how important you think it is. It has to do with the established hierarchy of values as a part of the profession and the institutionalization of it, with which you are dealing.

Now I think I know what the nub of your plight is. I think I know it very very well because I have experienced it and in my peculiar role I know I consider it to be the nub of my problem. I think the nub of your plight is -- authenticity. I think that the issue you represent in your professional performance is the issue of authenticity. ...

On the academic side, most of what goes on in the classroom at night is a replication of what goes on during the day. On most of our campuses, what we do academically at night is decided by the formal academic establishment that presides over the day time academic program. I said MOST. The extent to which there is academic originality for the student who comes at night, the extent to which our institutions have provided any powering for originality in the academic park at night, is minimal. It is mostly manifested in the non-credit programs. And the non-credit programs contain problems of their own because of the necessity to call them non-credit which creates the presumption that that which is credit is essential primarily and most important.

Now, about student services. Most of you belong to student service apparatuses that extend to the home, under conditions where it is considered low-camp to work at night and high-camp to work during the day like everyone else. These two problems arise at a time when the difference between the urban student being taken into the so-called regular degree program in our institutions and those students whose life circumstances lead them to come to our institutions after six o'clock have sharply diminished. The political terms on which we run our institutions have not taken this fact into account sufficiently yet. Even now with open admissions in the City University, the non-matriculated students at night pay. They pay when it is well known throughout New York City that the significant part of the evening enrollment is non-Caucasian and least able to pay. Before open admission the problem was even more acute. This was when the day time student bodies were overwhelmingly middle-class White and what Puerto Rican and Black and Spanish speaking enrollments we had in this free tuition public institution were enrolled at night at so much per credit point.

Now -- conclusion. One of the significant factors which brings to a focus the difference between night and day in our academic institutions is the way the contemporary flow of events has exposed the significant weaknesses and inadequacies of the normal day-time academic centers of creation. What's in trouble in American higher education is the way we have been doing the main thing. What's in trouble are the traditional degree programs -- the traditional classrooms offered to get the traditional union card, the degree.

To the extent that we project that accurately at night, we project the main problems of America's colleges and universities into the evening situation before a clientele whose life experiences and circumstances confront those problems in an especially acute way. This is the problem. I think this is a very formidable problem. Those in our evening programs come to us with a set of attitudes and with a set of life circumstances that make the main issues in American higher education stand out even brighter. Our capacity to face that is the issue. And to assume that the traditional ways that we have been doing it during the day or in the other part of the establishment will suffice, is to assume, it seems to me, too much, especially in our urban settings.

Now that's what your mission is. No platitudes about your mission -- no talk about how great adults are at night. None of that, it seems to me, will get you very far in this set of circumstances.

I don't know how many of you saw the film on national television about a year ago about the famous French explorer, Jacques-Yves Cousteau, on the life of sharks. The last five minutes of that film were rather tense. A diver was dropped in a flimsy cage containing a pail of bait from the safety of the mother ship on the surface of the Red Sea to the bottom of that sea. His job was to attract the sharks by holding the bait out through the cage while another deep sea diver off in the distance would photograph them.

This man landed on the bottom of the sea and held out a fish head through the bars of his cage and in a few moments a great big shark swam up and sniffed. He didn't take the bait; he swam around the cage. By the time he arrived back there were three or four other sharks at the bait sniffing. They didn't take it either. Soon there was a circle of a couple of dozen of these monsters going around the cage sniffing at this fish head. Suddenly one of them grabbed it and the man in the cage reached out and grabbed another and held it out. The others immediately became excited and soon there were over a hundred sharks circling around this cage competing for the inadequate supply of bait. And in their frenzy of competition one shark slashed another and drew blood and what followed was an orgy of cannibalism that became so violent that the weight of the sharks began to crush the bars of the cage. The diver had to be quickly drawn back to the safety of the mother ship.

I feel that our American higher education in general, that those of you who confront our clientele the way you do in particular especially in our cities, has been lowered to the bottom of the American sea and what you confront down there with inadequate budgets, in-

adequate staff, inadequate power to create what you know ought to be created but which the power, decision making sources of the institution do not always understand well, the inadequate supply of bait with which you are equipped, puts you in the midst of that kind of potential violence which happened on the bottom of the Red Sea. The only difference is that our mother ship on the surface of the American education sea is incapable of drawing us back to safety.

That's the problem. That's your challenge. That's the issue you have to make clear to those in charge of your places, most of whom are happy and content if you do what you do without bothering them, without rubbing the surface, without creating problems. You stand out there in the next few years particularly in a position where your greatest value to our profession is in the extent to which you create problems.

COUNSELING THE ADULT STUDENT

Dr. Peter Meyer

"The longest journey is the journey inwards"

Dag Hammarskjold

For the past ten years I have been actively engaged in the counseling of adult students; first as a counselor, then as a supervisor and teacher of counselors, and now as an administrator of educational programs which incorporate counseling as one of their primary concerns.

Also, during this period of time, I have been most actively engaged in promoting the cause of counseling the adult through ESPA, AUEC, and ACPA. I have attended siminars (Chatham), workshops, last year's ACPA conference on "Counseling the Adult Student," and countless formal and informal sessions on the subject. All this is said not to impress you with my vast experience, brilliant knowledge, and equally brilliant insights, but rather, as background for the awesome realization that my experience, knowledge, and insights have been leading me around by the nose in one gigantic circle. At this point I feel very much like Faust who, after delving into philosophy, medicine, theology, and law, cries out in despair, "Da steh" ich nun, ich armer Thor! Und bin so klug als wie zuvor;" which freely translates "Man, after all this knowledge bit, I'm as hung up as I was before."

As a preparation for this conference, and particularly my part in it, my first inclination was to reread some of the thoughts I have committed to writing over the years. What a devastating experience this was! Yet, also enlightening.

Simultaneous thoughts and feelings crowd consciousness as material is reviewed. "Brilliant insight!" "How could I ever have been so naive?" "Here is an idea I can still maintain." "Why couldn't I have said what I really mean?" "What the hell did I really mean, anyway?" While these thoughts cause a great deal of anxiety since they seem to confirm a certain amount of instability, (and none of us want to be unstable!), they are, at the same time, gratifying. Confusion has always served man well. Restlessness and uncertainty are integral parts of the human condition. We are not the sum of the parts we have been, and can take

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This paper appeared in the Proceedings of the Sixth Annual Convention - March 1-3, 1968. At that time, Dr. Peter Meyer was an Administrator of Educational Programs at Queens College, City University of New York.

no umbrage from this, but rather we are that which we are becoming. As May has put it, "Personality can be understood only as we see it on a trajectory towards its future; a man can understand himself only as he projects himself forward ... What an individual seeks to become determines what he remembers of his has been. In this sense the future determines the past."

The central concept here is that change is neither good nor bad, neither to be coveted nor feared, neither to be permitted to occur nor stopped. Change is; and so being, must be accepted on its own terms. Acceptance here does not imply that we stand idly by while change happens to us. No! We are an essential part of change and, consequently, participants in the process of being and becoming in ourselves as well as others. It seems to be somewhat easier for us to accept "life" (whatever that abstraction means to each of us) as a process than it does for us to accept ourselves or other people as such. Through the dimension of time we see our lives flow -- sometimes surging as an angry river, sometimes inching along as a muddy swamp -- but always moving. We speak easily of life processes -- birth, growing up, maturing, and finally dying. We observe this phenomenon not only within our own species but within all living things. Process -- change -- motion -- growth -- all concepts we readily accept and use to describe the world around us.

What of the human being himself? What of us? Our personality? Can we honestly accept the concept of process as not only something we do and observe but something we are? In speaking of adults who do not see themselves as complete persons, Schactel comes to the following, "... they want to substitute a fixed, reified personality for the ongoing process of living, feeling, acting, and thinking... They search for a definite stable shell called 'personality' to which they want to cling. Their quest is self-defeating, because what they search for is an alienated concept of a thing, rather than a living, developing person." In less technical language our teen-agers would say they are hung-up! To be hung-up means just that; an unwillingness and inability to view oneself and others as process. The adult, in particular, has great difficulty in viewing himself as not only an instrument of change but as change itself. It is most difficult for us to overcome the notion that we are what we are and that the best we can do is to make the situation around us somewhat more bearable. How many of us really believe that we or our clients are capable of becoming, of continued growth, of the kind of basic changes we usually attribute to the first five years of life? More often than not, we see ourselves and our clients as fixed personalities moving in a changing world.

"Life is passing me by," says the client. And we inwardly nod our agreement and say life is passing us by, also. By this simple admission we become observers and relinquish our role as participators. For, if we are finished products, we obviously can do little to effect any but the most superficial changes within ourselves and others. We tend to look for purposes and meanings outside of ourselves because that which is us, being fixed, has fixed purposes and meanings. We assume various roles, the older we get the more diversified these roles become, and behave as if we were ourselves, finding meanings and purposes in these various roles as they are defined for us by society.

The quest for identity always seems to be just a bit too tempered with a reality imposed by others. How often do we allow ourselves or our clients to dream the impossible dream? More importantly, how often do we let ourselves or our clients act upon that impossible dream? In short, to what extent can we be free as individuals to help ourselves and others grow in processive and positive relationships?

This seemingly simple question has no answer. That is, no single answer which can be handed down from high. Implicit in the question is the necessity for each one of us to strive to become and attempt to help others to become. The nature of the helping relationship is as individualistic as the people involved. Dr. Kaback has set admirable guidelines in the two papers presented here and I certainly do not intend to repeat what she has so ably said.

In recent writings, Rogers has found that the perplexities of the human condition and the helping relationship can best be explained by allowing the kind of freedom and openness to experience already discussed. Rogers believes that the fully functioning person is a "human being in flow, in process, rather than having achieved some state. Fluid change is central in the picture." He goes on to use such phrases as "sensitively open to all of his experiences," "live in his feelings and reactions of the moment," and "lives freely, subjectively, in an existential confrontation of this moment of life," to describe the fully functioning person.

It was the task of the Chatham Conference, referred to by Dr. Kaback, to attempt to find answers to some of the questions I have raised today. This was one of the most unusual and gratifying experiences I have ever been privileged to undertake and there is direct relevance to what took place in Chatham to what I have been saying.

The Proceedings, while quite thorough, fail to convey the process of becoming which affected many of those who participated. Here was a group of counselors, counselor-educators, and interested professionals gathered for a week-long session on a topic we all thought we had already beaten to death. Many of us approached the conference with a good deal of skepticism and we really wondered whether there was anything new to learn. As one reads the Proceedings and also the shorter publication entitled Adults in Transition nothing earth-shaking jumps from the page. We were unable to translate the process of what was happening to us to content which could be transmitted to those not present.

It should be mentioned that not all of the participants were equally affected. The entire experience shook some of us much more deeply than it did others. Some of us who were deeply affected have tried to recapture the process during the past three years. We have found this to be a futile and frustrating experience and have realized that what happened at Chatham cannot be repeated but it can be built upon.

Reading the Proceedings three years after the fact, I have come to realize that the content which emerged is really quite ordinary. We came up with an acceptable definition of the adult (although this definition did not come easily) counseling, and how to apply the latter

to the former. We described the settings in which counseling should take place and where we might find the people to train as future counselors. None of this contextual material was particularly new or startling, I believe.

What was startling to those of us who experienced it was that the process of the conference enabled us to view ourselves as changing individuals whose conceptual framework was fluid and able to grow. We opened ourselves to an experience, found this experience non-threatening, and consequently were free to discard old concepts which no longer seemed tenable and accept new ones which were. We were able to be open to each other's experiences and this, in turn, enabled us to be open to ourselves. What occurred was important enough to become one of the seven major recommendations of the Proceedings. I would like to quote that recommendation in full:

> It was felt that the unusual dynamic of the Chatham conference was of importance equal to the recommendations that grew out of the conference. The conference itself was a dramatic, exciting learning experience which resulted in deeper understandings affecting the professional counselors and others who participated. It is hoped, therefore, that the techniques and processes which were used at the conference will be carefully described and analyzed so that the experience of the conference can be applied not only to similar conferences but to programs for preparing counselors.

Dr. Kaback has said "...the counselee responds to the counselor as a person rather than to any particular counseling technique or method," and that it is the intangibles which cannot be measured which really make the counseling process what it should be. How true! And how difficult it is to transmit the practicalities of all that has been discussed so far. We do know what we want to accomplish. The purpose of our task is rather simple. Rogers sums it up as follows: "The purpose of most of the helping professions, including guidance counseling, is to enhance the personal development, the psychological growth toward a socialized maturity, of its clients." The how to, or the reasons why what we do is helpful or not, is neither clear nor simple. Again, Rogers sums up our situation very neatly. "Our knowledge of the elements which bring about constructive change in personal growth is in its infant stages."

What then can we offer each other in bringing the larger theoretic framework into useable helping situations? A perplexing question which I shall not answer because, first of all, I do not have the answer and secondly, I strongly believe that we must work this process out in direct confrontation with each other. Let me conclude with a few summary questions.

1. If the helping relationship is as individually oriented as it seems to be, how can the process be transmitted?

2. If adult-clients are in process, are continuously growing and developing, and can be open to their experiences, how can we as adult counselors free ourselves to be in tune with this process?

3. Who should be our counselors of the future?

4. How can we structure future educational programs to incorporate the relationship as central to all learning?

EDITORS NOTE:

Selection of only twelve papers from the wealth of talent and experience represented in all of the previous ASPA Conference Proceedings has been a most difficult and challenging task. It should be useful for the reader, therefore, to know the criteria used in selecting the articles finally included in this publication.

The first objective was a representative survey of the various aspects of adult student personnel work as well as the need to coordinate all facets within a meaningful program design.

The second criteria was that the papers reflect either problems or proposed solutions which are as real today as they were when written.

It was on these bases that this publication was edited. One special note of thanks is in order. We wish to express our appreciation to Mrs. Margaret R. Thermann who has capably prepared the entire document for printing.